



# **The Equity-Driven Systems Change (ESC) Model:**

**A Toolkit for Improving Institutional  
Practice and Student Outcomes**

**Singhashri (Kica) Gazmuri, Sheryl Petty and Ed Porter**  
California Tomorrow, December 2010





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**CALIFORNIA TOMORROW**  
vision & action for a just and inclusive society



## About California Tomorrow

Since 1984, California Tomorrow has specialized in the development of strategies to bring about equity and inclusion. We have worked with schools, districts, community colleges, after school programs, community building organizations, and philanthropy to provide vision for just and inclusive communities and build the capacity of institutions to effectively serve all students, with emphasis on those marginalized and underserved. We have worked at local, state and national levels using research, advocacy, and technical assistance. We focus on ensuring that students have rigorous academic preparation from culturally responsive practitioners grounded in their communities, to develop skills of compassion and understanding for themselves and others, to become critically conscious citizens able to reflect on the strengths and structural inequities in society and work collectively to create a more just world.

In December 2010 California Tomorrow closed its doors after 26 years of service to the education field. We are pleased to offer this Toolkit to the field as a culmination of some of our best work over the past two years. Thank you to our individual donors and the William & Flora Hewlett Foundation for making this publication possible.

### For More Information or Support

The authors of this Toolkit are available to answer questions and provide technical assistance. To contact the authors please email them at: [esctoolkit@gmail.com](mailto:esctoolkit@gmail.com) or on Facebook® at [www.facebook.com/pages/The-Equity-Driven-Systems-Change-ESC-Toolkit/172311839467951](https://www.facebook.com/pages/The-Equity-Driven-Systems-Change-ESC-Toolkit/172311839467951).



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## About the Authors

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## What People are Saying About the Toolkit

“Phenomenal!”

— **DeRionne Pollard**, *President, Montgomery College,  
Rockville, MD*

“This toolkit is an extremely useful contribution to the field. The rubrics alone represent a huge amount of very detailed work. I really appreciate the sorting into Structural Dimensions and Cultural Dimensions, and I think that this approach will be very useful for people. I appreciate your recognition and inclusion of the emotional component and the personal reflection pieces that address that part of the work. Thank you for doing this and for making it available.”

— **Susan Fowler**, MDC, Inc. (*managing partner of  
Achieving the Dream, national community college initiative*)

“I believe this work is seminal and that it has the right approach.”

— **Bill Scroggins**, *President, College of the Sequoias,  
Visalia, CA*

“This is great work. The tools will be very useful for people intending to make change happen at their college. The best part of the Toolkit is the questions. They are probing, thoughtful, and on-point. Personally, I know I’ll be referring to them again and again as I continue to advocate for a better institution for all our students. They will help keep me and others on track and taking care of all the issues and details that come up as we move a college toward positive change.”

— **Hal Huntsman**, *Math Faculty, City College of  
San Francisco, San Francisco, CA*

## Acknowledgements

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## Introduction

This Toolkit offers community colleges support in creating deep, long-lasting, equity-driven change designed to improve outcomes for all students, particularly their most vulnerable students. Today's community colleges serve an increasing number of low-income students, students of color, immigrants, and first generation college-goers. Vulnerable students often work part- or full-time jobs, shoulder significant family responsibilities, face language barriers, have experienced challenges in their previous educational careers, and experience financial stress while also struggling to succeed in our K-12 schools, community colleges, and universities.

Although these tools are geared toward the needs of community colleges, most of them can be easily adapted and applied to meet the needs of other educational systems and organizations such as four-year colleges and universities, K-12 districts and schools, and after-school and youth development programs.

Community colleges can better support students by implementing fair, meaningful, participatory planning processes that lead to positive, system-wide, institutional change. This Toolkit provides the means to make that change happen. By using the term “equity-driven,” we place the importance of equity in both the process and outcomes of creating change. Among other characteristics outlined in this Toolkit, an equity-driven process includes the active participation of multiple stakeholders and focuses on ensuring that the needs and experiences of students remain at the forefront of the planning process.

Outcomes of an equity-driven process aim to support the success of an institution's most vulnerable students through the implementation of multiple strategies aimed to meet these students' unique needs. While these new strategies are particularly important to improve the outcomes of our most vulnerable students, they will also help all students become more empowered and effective learners.

This Toolkit is based on the premise that all community college stakeholders (including not only presidents, staff, and faculty, but also community members and students) must work together to make the kinds of changes necessary to improve achievement for all students.

This Toolkit is designed for three types of users:

- *Administrators and policymakers* can use this Toolkit as a guidebook to the Equity-Driven Systems Change Model and what it offers.
- *Planning and Design Teams* can use the detailed tools in this Toolkit to create and implement an Equity-Driven Systems Change Process.
- *Committees and departments* at community colleges that already have equity and access processes in place can use many of the activities and resources in this Toolkit as stand-alone tools to enrich their current processes and planning.

The Toolkit is designed for maximum versatility. It is organized to guide a user from examples of the ESC model to the creation of a Planning Team, to data gathering, to communication and evaluation. Guides to specific tools are provided for design and Planning Teams, so that team members can focus on their role in the overall process.

The Toolkit includes several types of tools designed to support specific stages of the change process. Those types include:

- *Institutional and Systems Improvement Rubrics* that support colleges to assess the efficacy of their work including strategies, implementation processes, and professional learning needs.
- *Facilitators' Guides* that provide step-by-step instructions on how to lead specific activities of teams engaged in improvement efforts.
- *Participant Handouts* that support the work of teams in the change process.
- *Critical Considerations* that provide tips and strategies to consider throughout the change process, particularly in maintaining and deepening an equity lens.
- *Profiles of Colleges and Vignettes* that highlight the work of Las Positas College, City College of San Francisco, and College of the Sequoias.

### Symbol guide

Throughout the toolkit you'll find the following symbols on the upper left hand side of the page.



Facilitators' Guides



Participant Handouts



Critical Considerations

Users of these tools will be supported to more deeply examine and improve the following aspects of a community college:

- 1 Organizational Policies & Practices** including: Leadership; Teaching & Learning (curriculum and instructional practices); Budgeting & Planning; Approach to Reflection, Data & Evaluation; and Human Resources
- 2 Campus Environment & Political Climate** including: Campus Climate, Culture, Values, Norms & History; Community & Political Context; Communications Systems (bottom-up, top-down, and horizontal); Facilities Management; and Engagement with Student Groups
- 3 Access, Supports & Opportunities** including: Outreach; Orientation; Admissions; Academic Counseling, Supports & Advising; Equipment, Technology & Infrastructure; Financial Aid
- 4 Student Outcomes** including: Course Completion; Advancement from Developmental Education Courses; Persistence; Graduation; Transfer

Across the nation policymakers and funders have grown increasingly aware of the need for a comprehensive student success agenda that will address the growing trend of high student drop-out and

failure. Although current approaches to change often focus on key “*structural*” elements, such as committed leadership and use of data, community colleges are still not seeing the long-lasting changes they hope for. This is because there is less emphasis on supporting colleges to understand and implement the “*cultural*” elements of the change process.

Cultural elements include deep understanding of culturally responsive practice, team building, communication, strategy development that considers both a vision for success and what is getting in the way, and ongoing assessment of these efforts. Our hope is that this Toolkit can provide practical guidance for how to move forward a student success agenda within an institution’s unique context, emphasizing a *blended approach* of both the *structural* and *cultural elements* of change while placing the needs of students and the importance of robust stakeholder engagement at the center.

### **California Tomorrow’s History with Equity-Driven Change**

In 2004, with support from the William and Flora Hewlett Foundation and the Ford Foundation, California Tomorrow launched its *Community College Access and Equity Initiative*. The original purpose of the initiative was to support systemic reform within California community colleges to better meet the challenges of an increasingly diverse student population within an underfunded state community college system. The *Community College Access and Equity Initiative* had three distinct but complementary strategies targeting colleges, the policy arena, and access and equity advocates. The direct work with colleges took place through the formation of a *Campus Change Network*.

Over the past six years, California Tomorrow has supported a diverse group of sixteen community colleges in California—large, small, urban, suburban, and rural—through its Campus Change Network. The colleges differed in size, student demographics, histories, and community contexts, but all shared a common commitment to improved access, success, graduation, and transfer rates for all students. The Campus Change Network organized cross-college convenings; offered tools, resources and technical assistance; and provided research and relevant quantitative and qualitative data to support college teams in developing approaches to increasing academic success among their most vulnerable students. Colleges participated as members of a cohort over an eighteen-month period. From 2004-2008, California Tomorrow supported two cohorts through the CCN process.<sup>1</sup>

The CCN process was itself based on an approach that California Tomorrow developed through its work in other sectors, particularly K-12 institutions and community-based organizations. Learning from these sectors was applied to the community college context and tested through the Campus Change Network. The result of these efforts is the *Equity-Driven Systems Change Model (ESC)* offered in this Toolkit.

## Section 1: The Equity-Driven Systems Change (ESC) Model and Process

“California Tomorrow is successful in getting people with very different ideologies to talk and come to a consensus. Everybody gets a chance to share their ideas, and everybody has input. The model helps organize our collective thoughts, ‘Compile the Chaos.’ [In this process] 1000 ideas get condensed into 5.”

– Robert Urtecho, Dean of Math, Science, and Engineering  
at College of the Sequoias

Building off of pre-existing work in the community college arena and other education subsectors, in 2009, California Tomorrow developed the Equity-Driven Systems Change (ESC) Model to support colleges in thinking systemically about how to address issues of equity at their institutions.

Successfully addressing equity in a systematic way requires a process that is similarly equity-driven. A fair and just process is participatory, data-driven, and produces measurable results over time. An equity-driven process also values and promotes shifts in thinking, planning, and acting towards a more collaborative, culturally responsive, student-centered, and reflective institution.

Implementing an equity-driven change model requires buy-in from all sectors of an institution. It is not a change that can be made “on the surface,” but requires a new understanding of how an institution conducts its planning processes. For that reason, before an institution can begin to implement our Equity-Driven Systems Change Process, a set of ten essential components must be in place or there must be a commitment to developing more robust approaches in each area:

- 1 Leadership** – Organizational change on issues of diversity, inclusion, and equity depends upon a clear institutional commitment by top-level leaders—presidents, chancellors, vice presidents, and trustees—to the equity-driven change process.
- 2 Dialogue** among people of diverse backgrounds and experiences is needed to construct the fullest possible understanding of diversity, inclusion, and equity dynamics in a college and community.
- 3 Vision and Values** – Clarifying and articulating an institution’s shared vision and values—particularly developing a shared language around key concepts—is essential to organizational change processes.
- 4 Attention to Context** – Realigning community colleges to meet the needs of a diverse student body is a context-specific process. There is no single model of an inclusive and equitable organization, and no single recipe for incorporating equity goals.
- 5 Use of Data** – Colleges make better choices when they base their decisions on both quantitative and qualitative data and develop systems and structures for ongoing use of data across the institution.
- 6 Assessment and Planning** – Aligning community colleges’ programs and services with diversity, inclusion, and equity values takes more than expanded awareness and a clear vision. It also requires assessing organizational practices and developing concrete plans for change.
- 7 Taking Action** – Once plans have been made, community colleges must put them into practice. Successful implementation depends on the availability of sufficient human and financial resources.

- 8 **Personal and Organizational Learning** – Organizational change requires individual change, as well. The reflection and learning at the heart of such change are supported by the development of learning communities with safe and open spaces for dialogue on difficult issues related to race, class, and other dimensions of equity.
- 9 **Peer Support** – Individuals and organizations engaged in changing their practices benefit from ongoing support, an opportunity to share experiences, and the feedback and critique of their peers.
- 10 **Technical Assistance** – Technical support and assistance such as training, coaching, or process design and facilitation help build an organization’s capacity to sustain change.

Before embarking upon the work required by our ESC Model, it is critical that your institution embraces and commit to implementing these ten components of successful change planning.

### Dimensions of Change and Levels of Impact

Once you are ready to embark on significant institutional change, you are ready to use the ESC Model. The Model demonstrates the interdependence of *structural* and *cultural* approaches to change across *four levels* of an institution, with a focus on student experience and success at the core.

The ESC Model focuses on **structural change** by:

- examining an institution’s *formal systems, processes, and roles*; analyzing *quantitative* inputs and outcomes; and
- including attention to *differentiated outcomes*, uncovered by reviewing data disaggregated by race, income, and other key factors on course completion, graduation, transfer, etc.

The **cultural** dimension of equity-driven change strives to uncover *why* particular patterns are seen in the structural dimension. There are two aspects to the cultural dimension of change. One aspect is the institution’s *organizational culture* and the second aspect is *culturally responsive practice*:

#### Dimensions related to Organizational Culture:

- focus on *relationships, communication habits* and structures, *norms*, and degree of *collaboration* among leadership, faculty, staff, students, and the surrounding community;
- emphasize the importance of *personal* and *group reflection, commitment*, and *accountability* to vulnerable students and all students;
- focus on *understanding and effectively engaging* with the surrounding *community*; and
- focus on *qualitative* inputs and impacts.

#### Dimensions related to Culturally Responsive Practice:

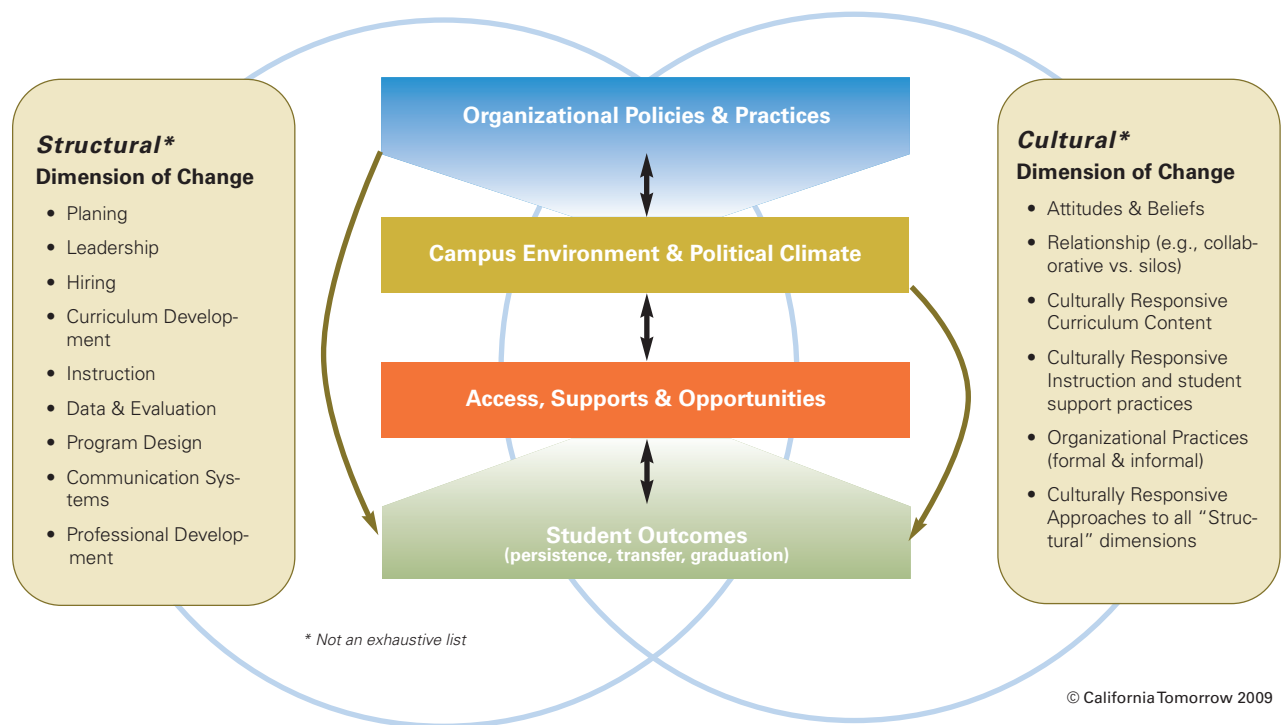
- focus on leadership, faculty, and staff’s *attitudes, beliefs*, and *assumptions* about students from various racial, income, language, gender, ability, and other groups;
- uncover the *differences* between faculty/staff and student perceptions on issues such as effective pedagogy and assessment, as well as methods the college uses to communicate with students;
- actively solicit and use robust qualitative data about the *experiences and perspectives of marginalized students* as they maneuver through educational systems;

## Section 1: The Equity-Driven Systems Change (ESC) Model and Process

- *solicit and draw upon* the life experiences of students to inform curriculum, instruction, and the provision of support services; and
- infuse an understanding of *how conscious* and *unconscious biases and assumptions* about various racial, income, and other groups *impact student experience* and *success, faculty and staff relations, decision-making, provision of services, and institutional practice* at all levels of an organization's functioning.

These two dimensions, *structural* and *cultural*, are used to analyze, reflect on, and develop strategies for systems change across *four levels* of the educational institution: organizational policies and practices, campus environment, access and support resources, and student outcomes. The structural and cultural dimensions of change across these four levels form the basis for the rubrics in this Toolkit.

### Equity-Driven Systems Change (ESC) Model



The four levels of impact for community colleges include:

- 1 Organizational Policies & Practices** including: Leadership; Teaching & Learning (curriculum and instructional practices); Budgeting & Planning; Approach to Reflection, Data & Evaluation; and Human Resources
- 2 Campus Environment & Political Climate** including: Campus Climate, Culture, Values, Norms & History; Community & Political Context; Communications Systems (bottom-up, top-down, and horizontal); Facilities Management; and Engagement with Student Groups
- 3 Access, Supports & Opportunities** including: Outreach; Orientation; Admissions; Academic Counseling, Supports & Advising; Equipment, Technology & Infrastructure; Financial Aid
- 4 Student Outcomes** including: Course Completion; Advancement from Developmental Education Courses; Persistence; Graduation; Transfer



## Structure and Stages of the Equity-Driven Systems Change (ESC) Process

This Toolkit offers tools to guide a team through the entire planning process for equity-driven systems change, from the development of a Design Team to evaluation of process outcomes. The process includes the following structure:

- The development of a **Design Team** to oversee the entire planning process. The Design Team is responsible for developing the overall focus question for the planning process (an area of inquiry that the process is seeking to address), and developing and being a part of the Planning Team. They are also responsible for monitoring the progress of the Planning Team.
- The development of a **Planning Team** of key stakeholders across the college community that participates in the first three phases of the planning process. The Planning Team includes Design Team members, as well as students, faculty, administrators, staff, and community members.
- The development of **Action Research Teams**, made up of Planning Team members who engage in inquiry into the “why” behind a college’s student outcomes data. Action Research Teams develop and implement data-gathering plans and report their findings back to the Planning Team.
- Ongoing **communication and engagement** across the college community throughout the planning process to ensure buy-in, input, and continued support. By Stage 4, other stakeholders responsible for implementation planning and moving work forward in their own departments, committees, or programs are also engaged.
- A series of planning sessions over a year’s time that engages the Planning Team and other college stakeholders in our five-stage planning process.

Our process includes the following stages:

### **Stage 1: Team Building and Understanding the Current Context for Our Work (Sections 4, 5, 6, 7, and 9 of the Toolkit)**

During this phase of the process, the Planning Team is just forming and beginning to build trust and connectedness so that they may engage in authentic dialogue and effective ongoing work together. They also analyze the current context for their work, including looking at strengths and challenges they face in developing and moving forward an equity agenda at their college. It is critical at this stage of the planning process that the team builds safety and that all are on the same page about the purpose of their work.

### **Stage 2: Equity-Driven Data Gathering and Analysis (Sections 8 and 9 of the Toolkit)**

During this phase, Planning Teams begin to look at the college’s student outcomes data relevant to the overall focus question for the planning process. They then develop inquiry questions aimed at answering their focus question and break off into Action Research Teams to develop and implement data-gathering plans. Finally, they report back their key findings and begin to make meaning of the data.

### **Stage 3: Culturally Responsive Strategy Development (Sections 3, 9, and 10)**

At this stage, the Planning Team is ready to move into the development of an overall vision for student success that propels them into action. It includes visioning, identification of “contradictions” or barriers to the vision, and the development of culturally responsive strategies to address the contradictions and move the college closer to its vision.

**Stage 4: Exploring Student-Centered Measures of Success (Section 10)**

At this stage, the Planning Team broadens out to include the involvement of additional individuals and teams responsible for implementation of strategies. This stage includes identification of two- to three-year measures of success for each strategy, an assessment of the current context related to the strategy, and the development of Year 1 actions.

**Stage 5: Reflecting on Our Process and Planning for the Future (Sections 4 and 11)**

During this stage, the college is ready to look at evaluation data showing the progress of their strategies and determine which strategies should be grown and which may require course correction. This stage includes the involvement of all those directly responsible for implementation.



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**How to Use These Tools in the Equity-Driven Systems Change (ESC) Process**

This Toolkit includes tools that can be used to prepare for and facilitate meetings that guide a college through the first three stages of the ESC Process. For the last two stages, the majority of tools are critical considerations that can be used with a variety of groups within a college, depending on the outcomes of the planning process.

Here is a breakdown of which tools fall within which stages of the ESC Process. We recommend that colleges dedicate a *half day* for Design Team meetings and *full days* to all Planning Team meetings.

**Stage 1: Team Building and Understanding the Current Context for Our Work**

*Design Team Meeting*

- 4.1: Reflecting on the Strengths of Our Strategies and Approaches
- 5.4: Developing a Planning Team
- 8.1: Developing a Focus Question
- 7.1: Recruiting and Supporting Student Participants
- 7.3: Creating a Welcoming Environment

*Planning Team Meeting 1*

- 7.2: Pre-Meeting Reflections About Our Students
- 7.4: Ten Tips for Meaningful Student Engagement
- 5.1: Ground Rules for Authentic Dialogue
- 5.2: Getting to Know You
- 5.3: Assessing Team Building Needs
- 7.5: Grounding Ourselves in the Voices of Students
- 8.2: Exploring the Focus Question
- 11.1: Reflecting on this Planning Session

*Planning Team Meeting 2*

- 6.1: Organizational History Journey Map
- 6.2: Preliminary Analysis of the College's Current Context for Change
- 6.3: Mapping Our Existing Efforts to the ESC Model
- 9.1: Creating a Communications Plan
- 11.1: Reflecting on This Planning Session

**Stage 2: Equity-Driven Data Gathering and Analysis**

*Planning Team Meeting 3*

- 9.2: What We're Hearing from the College Community
- 8.3: Starting the Data Dialogue
- 8.4: Developing Inquiry Questions
- 8.5: Developing Data Gathering Plans
- 11.1: Reflecting on This Planning Session

*Action Research Team Meeting*

8.6: Uncovering Our Key Findings

*Planning Team Meeting 4*

8.7: Making Meaning of Our Data

9.3: Sharing Our Work with the College Community

11.1: Reflecting on This Planning Session

**Stage 3: Developing Culturally Responsive Strategies**

The tools for this stage include activities for Planning Teams and some critical considerations for Design Teams to review and discuss before engaging the Planning Team in participatory planning. There are also activities for Planning Teams to engage in throughout the strategy development process.

We recognize that there are many ways to engage in planning; therefore we did not include Facilitator Guides for the processes of developing vision, contradictions, strategies, and measuring success (in Stage 4). Instead, we include critical considerations to help ensure that these processes are equity-driven. We recommend that this stage take place over two Planning Team meetings: the first focused on creating a vision, and the second focused on developing contradictions and strategies.

*Critical Considerations for Design Teams*

10.1: Crafting a Practical Vision for Change

10.3: Identifying Contradictions to Our Vision

10.4: Developing Culturally Responsive Strategies

*Planning Team Meetings*

11.2: Mid-Process Reflections

10.2: Collective Visualization of Our Future

3.2: Culturally Responsive Practice and Why it Matters

3.1: Principles for Equity and Culturally Responsive Practice

11.1: Reflecting on This Planning Session

11.3: Evaluating Our Change Process

**Stage 4: Exploring Student-Centered Measures of Success**

The tools for this stage include critical considerations for Design Teams to review and discuss before engaging others in implementation planning. Because the Planning Team may not include all individuals responsible for implementation, this phase will include the engagement of others beyond the Planning Team.

*Critical Considerations for Design Teams*

10.5: Implementation Planning: Determining Student-Centered Measures of Success

10.7: Types of Evaluation Data

**Stage 5: Reflecting on Our Process and Planning for the Future**

The tools for this stage include critical considerations for Design Teams to review and discuss before engaging others in evaluation and continuous improvement efforts. Because the Planning Team may not include all individuals responsible for evaluation, this phase will include the engagement of others beyond the Planning Team.

*Critical Considerations for Design Teams*

10.6: Evaluation and Continuous Improvement

10.8: Growing Successful Strategies and Course Correcting

*Planning Team Participant Handout (to be used in your last Planning Team meeting)*

11.3: Evaluating Our Change Process

## Understanding the Change Process

Understanding the *structural* and *cultural* dimensions of change is critical. However, that understanding is only one step in a larger process. Change happens when an individual or group identifies a problem; has the will, courage, commitment and resources to address it; and strategically develops and carries out a plan of action.

In the case of addressing achievement of vulnerable students in community colleges, change cannot happen without addressing challenges faced by an institution in meeting the diverse needs of students. It requires that all involved identify and openly discuss current inequities in student access, resources, and achievement, hear the voices of traditionally marginalized students and other stakeholders, and examine deeply rooted biases and assumptions (which may be conscious or unconscious). Change does not usually occur along an orderly, logical path. Most often, it ebbs and flows, susceptible to multiple structural and cultural factors within and outside of the institution. Key institutional structures need to be designed to anticipate and manage the expected and unexpected impacts of creating change.

A focus on change also requires awareness of and responsiveness to the organizational culture, while also strategically working to change the culture to better support a student success agenda. California Tomorrow's ESC Process is designed to help organizations balance the structural and cultural dimensions of change and employ equitable approaches.

## Elements for Successful Implementation

“I thought the collection of people was very interesting, because normally in academic services, we don’t talk to student services or students, for that matter, and people from outside. I thought that the selection of people was good, and some of the perspectives that we got from all these disparate voices were eye-opening, because there are some things that we just don’t think about.”

– Robert Urtecho, Dean of Math, Sciences, and Engineering  
at College of the Sequoias

The ESC Process requires that, in order to lead change effectively, colleges first bring together a Design Team of key leaders at the college who can think strategically about the development of structures and processes for change and lead implementation. For instance, at College of the Sequoias, this Design Team included the President, Vice Presidents of Student Services and Instruction, Academic Senate President, Institutional Researcher, and a Community Representative.

The Design Team creates a focus for the planning process and brings together a multi-stakeholder, larger Planning Team to engage in the ESC Process. The Design Team also ensures that everyone at the college is regularly informed of the work of the Design and Planning Teams and is provided with the opportunity to offer feedback. This Toolkit includes tools to support both Design and Planning Teams in thinking strategically about how their work will impact others at the college and how to engage others in the process of change.

Also essential to the implementation of the ESC Process is the engagement of the college’s Institutional Researcher, especially during *Stage 2: Equity-Driven Data Gathering*. Most often, the Institutional Researcher holds key information and expertise that can support a Planning Team in the development of inquiry questions that will result in the collection and analysis of valid data sets. This individual also brings a “reality check” to the activities of the Planning Team as to what is realistic and doable by their office. Finally, s/he can support the team in thinking about how best to share data with the rest of the college community.

### The Support You’ll Need

In order to effectively use this Toolkit, it is critical that colleges identify an individual, either within or outside their institution, with strong facilitation, organizational development, change management, and cultural competency skills to help guide the process and facilitate the activities of the Design and Planning Teams. The authors of this Toolkit are available to provide this level of support. You can reach them by emailing [esctoolkit@gmail.com](mailto:esctoolkit@gmail.com) or on Facebook® at [www.facebook.com/pages/The-Equity-Driven-Systems-Change-ESC-Toolkit/172311839467951](https://www.facebook.com/pages/The-Equity-Driven-Systems-Change-ESC-Toolkit/172311839467951).

## Section 2: College Profiles

Each community college faces unique challenges to creating more equitable outcomes for their most vulnerable students. Therefore, it can be useful to hear and learn from other colleges facing those same challenges, even if the context may be different. Throughout the Toolkit, you will find vignettes drawn from three colleges that put Equity-Driven Systems Change tools to work in their efforts to create change.

The three colleges profiled in this Toolkit—Las Positas College, City College of San Francisco, and College of the Sequoias—all participated in California Tomorrow’s Campus Change Network (CCN) from 2005–2010<sup>2</sup>. We chose to highlight the work of these colleges because they demonstrate the variety of approaches and strategies to change implemented by CCN colleges. We also chose these three institutions in part because they represent the diversity of California Community Colleges, from large urban to small suburban, and rural.

Like other community colleges, these institutions face rapidly changing demographics, highly political environments, changing leadership, and entrenched institutional cultures. But they also each demonstrate a readiness for this work through their commitment to addressing issues of equity on their campuses. Each college has a degree of committed leadership, an internal network of change agents working together to promote an equity agenda, and already existing programs and initiatives aimed at improving outcomes for their most vulnerable students.

This section of the Toolkit offers an expanded overview of each of these three institutions. This section should be read by community college leaders who want a richer understanding of equity-driven systems change. Planning Teams may also want to read these background stories before meetings in order to place the Toolkit’s vignettes into context.



## Las Positas College: Creating a “Sphere of Influence”

Las Positas College (LPC), part of the Chabot-Las Positas Community College District, is located in Livermore, a San Francisco Bay Area suburb, in the midst of one of California’s fastest-growing regions for business and scientific industry. Las Positas College currently enrolls approximately 9,200 day and evening students and offers curriculum for students seeking career preparation, transfer to a four-year college or university, or personal enrichment. The college provides university transfer classes, retraining classes for those in need of employment or career advancement, a first-time educational opportunity for many adults, enrichment classes for those seeking a broader perspective, and career and technical training for those entering the technical and paraprofessional work force. Students who come to the college can choose any of 24 Occupational Associate Degrees, 17 Transfer Associate Degrees, and 44 Certificate Programs. In addition, the college offers community education courses geared toward personal development and cultural enrichment.<sup>3</sup>

Over the past ten years, Las Positas College has experienced unprecedented growth and a dramatic shift in its demographics. As its surrounding community has diversified, so has the college. In 1999 the college’s student body was 70% White, 11% Latino/a, 6% Asian, 3% African American, and 10% unknown. Today, the demographics have shifted significantly to 53% White, 17% Latino/a, 11% Asian, 4% African American, and 15% unknown. Almost half the student population consists of students of color, with Latino/as being the fastest growing ethnic group, as compared to 30% ten years ago<sup>4</sup>.

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“We were always open to everybody and never exclusive, but also very strategic about whom we made extra efforts to bring on board, because we knew they could help carry the work.”

– Jeff Baker, Dean of Students, Las Positas Community College

With these changing demographics and increased growth have come a new set of challenges. In the past, Las Positas defined itself primarily as an extension of Chabot College. Leadership at the quickly growing college now acknowledges that they need to focus on defining the college as a separate institution in its own right. They also recognize the need to build infrastructure to support the college’s various new programs and services, and to improve communications to prevent breakdowns between the college’s various programs.

The Las Positas Campus Change Network (CCN) team took a unique approach to bringing a commitment to equity and diversity to their institution by creating what they called a “Sphere of Influence” on their campus. This Sphere of Influence focused on social and professional networks and relationships: specifically, how team members might utilize each other’s roles and relationships at the college to move forward an equity agenda. When the Planning Team returned to the college after the first CCN cross-college convening, they began their own campus’ version of CCN by inviting anyone interested in addressing issues of equity and diversity to join their newly formed CCN group and participate in monthly meetings. In this way, they could engage anyone from the college community interested in joining their efforts and create a foundation of transparency and inclusiveness. They were also able to engage those they knew were committed to and could help move an equity agenda across the institution.



The rationale was to create a safe space for anyone interested in taking part in the dialogue. Interested parties were invited to join the conversation, help shape a vision for equity and diversity at the college, make their own contribution to creating change, and help create a more positive and successful campus environment. Those who attended Las Positas' local CCN in the first year began to see themselves as change agents by identifying and connecting with others on campus working towards similar goals, having a place to talk about issues and challenges they were facing, and getting support from peers. They became empowered to begin to make small changes within their own individual "spheres of influence" and saw that, as a group, they could be more powerful.

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"We're not a shared governance committee<sup>5</sup> but we are present on all the shared governance committees, and our role is to bring the equity lens to any committee we are on. We know we have the CCN to back us; we aren't alone in it."

– Amber Machamer, Institutional Researcher, Las Positas Community College

The Las Positas CCN team developed a mission statement, outlined a structure and function for the group, gathered endorsements from across the campus community (as of spring 2008, they had gathered over 70 endorsements<sup>6</sup>), and developed a philosophy and tenets for the group. Their CCN tagline includes the words "with courage, conviction, compassion" and they note that they are committed to "increasing diversity, equity and inclusion through dialogue, reflection and action by modeling culturally competent leadership, supporting and encouraging honest communication, risk-taking and openness, reinforcing the principles of equity and diversity in work and deed, and being a catalyst for educating and empowering our community."<sup>7</sup>

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"Being part of CCN has given me more confidence to speak up against issues that I believe to be unfair and unjust."

– Las Positas CCN member

The group's members refer to themselves as a loosely based network that seeks to inform the campus' formal structures, such as shared governance, academic departments, and other committees. Members of the CCN group meet regularly to provide updates and support each other in impacting equity and diversity in their various roles across the institution, which include administrative roles and participation on shared governance committees, such as the Budget and Planning Committee and the Academic Senate. They support each other by discussing the challenges they face in bringing an equity agenda to their respective departments and committees, and strategizing ways to continue to advocate for equity as a priority. In this way, they have succeeded in infusing diversity and equity language and frameworks into larger institutional planning and decision-making, evidenced by the many references to CCN language and data in the college's accreditation self-study, their strategic plan, and their Basic Skills Initiative.<sup>8</sup>

## City College of San Francisco: Building Institutional Support for Change

Established in 1934, City College of San Francisco (CCSF) serves over 100,000 students across ten campuses and is one of the single largest urban community colleges in the world. The college offers a multitude of traditional academic programs in seven different schools and over 60 departments, and includes offerings in career technical education, continuing education, and distance learning. The college also offers learning resources and student services, including an Office of Mentoring and Service Learning, Extended Opportunity Programs and Services (EOPS), a Learning Assistance Center, and a Transfer Center.

CCSF is governed by its board of trustees and the Office of the Chancellor and, like all the other California Community Colleges, has a shared governance structure. Shared governance at CCSF is made up of a Planning/Budget Council, a College Advisory Council (including a Diversity Committee), the Associated Student Body, and the Academic Senate. Other powerful groups at the institution are the Department Chair Council, American Federation of Teachers, and the Service Employees International Union (SEIU).

Considered a vanguard of progressive values in education, the college serves a majority of low-income students of color, primarily former students of the San Francisco Unified School District. At CCSF, as in the entire state of California, there is no single ethnic majority. When the college originally applied to participate in the Campus Change Network (CCN) in 2004, CCSF's student body was 33.2% Asian Pacific Islander, 29.5% White/non-Hispanic, 14.4% Hispanic/Latino, 8.4% African American, 7.4% Filipino, 6% American Indian/Alaska Native, 2.3% other non-White, and 4.3% unknown. Despite its diversity and reputation for upholding the promise of California's community colleges, the institution has historically, like so many others, struggled to address issues of equity and diversity in its policies and practices in hiring, planning, curriculum, training, and pedagogy.

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“The [CCN] convening gave us a clear sense of the work we had to do and solidified the relationship with the chancellor and vice chancellor, and their support of the issues.”

– Sue Homer, Political Science Faculty, City College of San Francisco

In 2005, CCSF joined the Campus Change Network as a member of the first cohort. The CCSF team was made up of the Chancellor, Vice Chancellor of Academic Affairs, Academic Senate President, two faculty members, and a support services staff. Their initial reasons for joining the CCN were to further their Basic Skills Initiative, a grant-funded initiative from the California Community Colleges Chancellor's Office that allocated supplemental funding to colleges specifically to address needs of underprepared students. CCSF also sought to diversify their faculty and staff. As of fall 2008, full-time faculty were 17% Asian/Pacific Islander, 54% White/non-Hispanic, 12% Hispanic, 8% African American, 3% Filipino, 1% Native American/Alaska Native, and 5% other/unknown.

The CCSF team was interested in sharing and learning from other colleges' successful strategies for improving equity and success at their institutions. Their Basic Skills focus was on increasing student success by improving the cultural responsiveness of their programs, curriculum, and pedagogy to meet the unique needs and strengths of their student body. Cultural responsiveness includes integrating the cultural knowledge, prior experiences, and performance styles of diverse students to make learning more appropriate and effective for them; it teaches to and through the strengths of students.<sup>9</sup>

Team members were also interested in building a campus- and institution-wide effort to break down silos, such as between instruction and support services, administration and faculty, and across multiple departments. These silos were believed to exist due to the age and the size of the institution, the development of individual programs over time with little incentive for collaboration across programs, and an environment of uncertain trust among faculty of the college's administration. This perceived lack of trust was believed to be the result of years of administrative turnover and struggles over budget allocations and faculty autonomy.

To address some of the issues it faced, the college had recently started a cross-stakeholder Diversity Committee and planned to integrate the outcomes of participating on the CCN into the work of the committee. They hoped to move equity, which was thought to be a historically marginalized issue, from the periphery to the center of the institution's efforts to improve student success.

The participation of key institutional leaders at the CCN convenings helped to create a vehicle for the college's Diversity Committee. These leaders began to see how the committee could be the place where faculty, staff, and administrators might come together to craft an equity agenda for the institution. For faculty and staff, the Diversity Committee became a place where they could engage the leadership in an ongoing way to help answer key questions and develop strategies, since the committee was made up of CCN members who could speak a common language about equity and start from a shared understanding of the issues they wanted to tackle. Some of the questions and strategies the committee sought to answer included how to engage the larger college community in a dialogue about student success, how to ground the dialogue in data, and how to move the institution to action.

In the 2008-2009 academic year, the Diversity Committee became the primary institutional body that was able to support students in developing and passing the college's current *Student Achievement Gap and Racial Equity Resolution*, an unprecedented policy addressing the institution's achievement gap. The development and passage of the resolution demonstrated the impact that a strong coalition between students, administrators, and faculty can have on creating more equity-driven policies across an entire institution. It was the collaboration between faculty, the Diversity Committee, and a dedicated group of students, called the "SF Equity Group," who worked together to pass the Equity Resolution.

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"I am in the lowest level math and still in low English, and it's been a struggle, and the things in the Resolution are things that are going to help me. The Resolution has empowered me to give me hope that things are going to get better."

– Student, City College of San Francisco

## College of the Sequoias: Aligning Multiple Student Success Agendas

“We wanted to be sure equity and success, not just success, were achieved.”

– Bill Scroggins, President, College of the Sequoias

College of the Sequoias (COS) is a California community college located on the eastern edge of the San Joaquin Valley, midway between San Francisco and Los Angeles. The college, like most of the early community colleges in the state, was established by the Visalia Unified School District, which built the current college campus, and in 1949, nurtured the formation of an independent College of the Sequoias Community College District.<sup>10</sup> College of the Sequoias’ total student population is approximately 12,700 and is comprised of 34% White, 46% Hispanic, 6% Asian or Pacific Islander, 3% African American, 1% American Indian, and 8% unidentified. The current trends reflect increased enrollments of women, minorities, students who state that English is not their primary language, students who plan to transfer, and part-time students. The college offers programs and services in adult and lifelong learning, citizenship, economic development, employment development, general education, remediation, transfer, and vocational and technical training.<sup>11</sup>

In 2006, College of the Sequoias joined the Campus Change Network as part of the second cohort, with a focus on creating a Student Equity Plan and committee to oversee the implementation of the plan. The plan focused on six key areas to support success for their most vulnerable students. Those areas are: access, course completion, ESL and Basic Skills complete, degree and certificate completion, transfer, and campus climate.

Following their participation in CCN and as a result of their clear commitment to equity and student success, in 2009 College of the Sequoias became one of the first California community colleges to join the national Achieving the Dream initiative, a multi-year national initiative to help more community college students succeed. The initiative is particularly concerned with student groups that have traditionally faced significant barriers to success, including students of color and low-income students.

As part of the initial data gathering for Achieving the Dream, COS found that it had over 25 parallel student success activities across the institution. In some cases, the same people were working in programs and serving on committees that were working in different ways to bring about change. The list of initiatives—programs, committees, and groups addressing equity—was both impressive and daunting. There was no question that the college had given equity a high priority, but the high number of initiatives did not sufficiently translate to increased success for the college’s most vulnerable students.

That same year, the college embarked on a process to update its strategic plan. A Strategic Planning Committee was created and tasked with developing goals and objectives for six areas of focus: student access; student success in completing their education; student mastery of Basic Skills; efficient and effective college practices; students as citizens of a global community; and economic growth of the counties served by the college.

The college seized the opportunity to bring its work with California Tomorrow together with the Achieving the Dream process. They recognized the value of California Tomorrow’s ESC Process in helping to align the vision and strategies of their various student success initiatives with the college’s overall strategic plan and support capacity building across the institution.

California Tomorrow introduced its Equity-Driven Systems (ESC) Model to help them manage the change and maintain an equity and student success focus. The model distinguishes change at both structural and cultural dimensions as they impact the levels of: student outcomes; access, supports, and opportunities; internal cultural and political climate; and organizational policies and practices. California Tomorrow supported the college in paying particular attention to the dynamics of the Planning Team by using tools and processes that helped them build trust and raise difficult questions. Team members commented regularly on their appreciation of the diversity of the team and the opportunity to hear multiple and different voices, especially those of students.

For example, in their first meeting, the Planning Team spent a significant amount of time clarifying their focus question. At first, the focus question was complex and took a lot of discussion to explain. Finally, one of the students on the Planning Team spoke up, asking, “What are we really trying to do?” The team had come to value the inquiring minds of the students and worked together to reframe the focus question to:

*How do our strategies in outreach, intake, interaction, and completion affect student success, especially for those at possible risk of failing or dropping out?*

This language proved to communicate well to stakeholders across the campus who were not on the Planning Team but still responsible for ensuring success for all students.

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“I think equity can’t be reduced to numbers; there needs to be a sensitivity and passion.”

– Bill Scroggins, President, College of the Sequoias

When COS began using this formal change process, people were doing what they could while operating in their separate roles and functions. In the initial Planning Team meetings, it was clear that change was already happening, but that people were feeling somewhat overwhelmed by the enormity of the issues they were addressing, and uncertain about the impact they could have.

Some were feeling stretched too thin by participating on many different equity-focused programs and committees. With the knowledge that people will only change if they start doing things differently, the Planning Team engaged in activities to map all their efforts against the structural and cultural dimensions in the ESC Model. What they discovered through this process was that, although they had put many equity structures in place, they had not paid attention to the cultural dimensions of their initiatives, such as how they were going to communicate high expectations to students, or build meaningful, positive, “critical friend” relationships within committees.

The Planning Team then developed a set of inquiry questions based off initial institutional data about the success of students in Basic Skills courses. This data showed that only three out of ten students who were assessed as requiring Basic Skills passed their first Basic Skills course at the college. From the inquiry questions, the Planning Team developed data-gathering action plans to probe more deeply into the “why” behind the data they were analyzing. They identified what additional quantitative and qualitative data were needed to find out more, and gathered qualitative data through surveys, focus groups, and interviews with community members, students, faculty, and staff. Qualitative and quantitative data became the lens for examining questions and issues as team

members became more comfortable with generating and reviewing data, and more confident about their ability to do so.

The data resulted in a number of key findings, including:

- Students avoid taking the first level Basic Skills math course.
- Counseling strategies are not being targeted to at-risk students.
- Students don't feel that the college provides adequate support for non-academic issues, such as transportation and child care, financial aid, and socio-emotional skill building.
- Students who follow their Student Education Plan (SEP) more often succeed and persist than students who don't.
- A strong relationship between faculty and students leads to greater student success.

Those findings led to a planning process that resulted in the development of the following interventions:

- Institute mandatory orientation for all first-time Basic Skills students enrolled in six units or more.
- Require all first-time students to take a student success course.
- Create a faculty orientation and mentoring program.
- Create an efficient progression through the Basic Skills sequence.
- Review and restructure the counseling and advising model.

As the change management process progressed, everyone began to see how all the equity initiatives and activities aligned and how they could be merged with the strategic planning process. At the end of Year 1, everyone felt that “they were beginning to see the light.” The quality of discourse about and focus on data has improved dramatically, the depth of analysis expanded, and those who were involved in several of the change efforts on campus began to see a common focus and approach.

Planning Team members had developed the capacity to act as “critical friends” to one another. They now took the risk to question each others' thinking and ask hard questions about one another's conclusions. By doing this, they have begun to change the culture on their campus. Whereas previously, administrators, faculty, and staff rarely discussed their practice with one another, now they engage in more careful, participatory assessment, planning, and reflection, with an openness to experimentation, inquiry, and continuous improvement.

As the planning year came to a close, the strategic plan had been substantially aligned with the strategies developed through the change process, as well as the college's Student Equity Plan; and next steps, such as training in culturally responsive practice for those charged with implementing strategies, had been identified.

## Section 3: Culturally Responsive Practice

“For me, [equity-driven change] is about the changes in the classroom. Changes in how we speak to students, how we present materials, what kinds of assessments we ask our students to complete, how we want students to engage with materials. All of those things in the classroom, that’s where I live. If we don’t talk about what’s happening in the classroom, then we’re not going to make the change that we want to make.”

– Deborah Nolan, Faculty Member, College of the Sequoias

A commitment to culturally responsive practice puts student outcomes at the center of an institution’s student success agenda. Culturally responsive practice starts with the belief that culturally, racially, ethnically, and linguistically diverse students can achieve excellence if their culture, language, heritage, and experiences are valued and used to facilitate their learning and development. Within culturally responsive practice, the strengths (and the social, intellectual capital) that students bring to their learning are identified, nurtured, and utilized to promote academic success, connectedness, and psychological well-being.

Culturally responsive practitioners are curious about what is happening in their classrooms and about what is happening in the classrooms of their fellow faculty. Cultural responsiveness includes the ability to reflect and dialogue with others about one’s teaching practice and the outcomes a given practice leads to for students. Therefore, any change process at a college must include authentic dialogue and action about what goes on in the classroom in order to support faculty in building cultural responsiveness and implementing changes in their teaching practices.

For example, people from different backgrounds often differ in their preferred learning modalities and cognitive styles. Since everything we do is influenced by our culture, faculty and staff may be influenced by what their cultures value most when using specific modalities and styles and disregard the development of others. A culturally responsive change process will help educators become aware of the modalities and cognitive styles they tend to favor in the classroom, and the pattern of student response to these practices. If data reveal that significant groups of student subgroups are not succeeding, then faculty and staff need to critically question their pedagogy and approaches to working with students.

Examples like this one demonstrate that in order for change management processes to support the goals of equitable outcomes, culturally responsive practice must be woven into the fabric of the process. This is as true at the level of policy as well as at the level of the classroom: cultural responsiveness has application at all four levels of the institution (policies and procedures, campus environment and political climate, access and support, and student outcomes). Instituting this kind of culturally responsive change management requires both, talking about cultural responsiveness, as well as planning and implementing changes throughout the educational system. Leaders must model and embody cultural responsiveness and examine structures with this lens.

The two tools in this section will help leaders and Planning Teams reflect upon the cultural responsiveness of their practices and develop culturally responsive strategies, and should be used during the *Stage 3: Developing Culturally Responsive Strategies* of the ESC Process:

- **3.1: Principles for Equity and Culturally Responsive Practice** can be used by individuals and groups at a college to examine, reflect on, and discuss the degree to which their practices are culturally responsive.

## Section 3: Introduction

- **3.2: *Culturally Responsive Practice and Why it Matters*** is a facilitator’s guide for supporting a group in deepening their understanding of equity and culturally responsive practice, and reflecting on and assessing the cultural responsiveness of their current student success strategies.







## 3.1: Principles for Equity and Culturally Responsive Practice

### Participant Handout

#### Purpose

The principles below apply to all areas of our practice as educators, including: outreach; assessment; planning; team building; communications; interactions between and among faculty and staff; interactions with students (instruction and counseling); curriculum; and pedagogy. These principles can be used to engage in collective reflection and dialogue about how well the institution is doing in each area.

#### Knowledge and Understanding (including both content knowledge and self-knowledge)

- 1 We value success for all students as central to the goals of the institution and critical to sustaining healthy communities.
- 2 We have a strong and unwavering commitment to student success, especially for our most vulnerable students.
- 3 We believe that, given the right supports and opportunities, all students can succeed.
- 4 We actively work to know ourselves better, including cultural reference points, assumptions, biases, power, and areas for growth, and are committed to continual self-reflection on conscious and unconscious biases.
- 5 We value and understand the role of strong identity development (for administrators, faculty, staff, and students).
- 6 We work to build cross-cultural understanding over time with an ongoing commitment to continual growth.
- 7 We actively work to build our knowledge base and understanding of research on equity, critical pedagogy, and multicultural education, and the implications for our work as individuals and as an institution.
- 8 We actively work to build our knowledge base and understanding of history and structural inequality, the impacts of both on specific racial and other groups, and implications for our work as individuals, colleagues, and as an institution.

#### Culture and Context

- 9 We actively work to build awareness and knowledge of students' life circumstances—including their environments outside the classroom—their strengths, and their needs.
- 10 We actively work to build awareness and knowledge of the surrounding community in order to better understand students' day-to-day environments and the dynamics common in their lives, so that we can engage more meaningfully and effectively with students.

### Section 3: Culturally Responsive Practice

#### Professional Practice of Administrators, Faculty, and Staff

- 11 We consider and draw on the life circumstances and backgrounds of students in our policies and practices and in course curriculum and pedagogy.
- 12 We actively build knowledge of the strategies that work for different groups of students (e.g., students who have been alienated in their previous educational experiences).
- 13 We recognize and challenge inequity in all four levels of impact across the institution.
- 14 We work to heal the wounds of social distress, exclusion, and discrimination through our policies and practices, and through course curriculum and pedagogy.
- 15 We work to keep culture at the center of all we do, and actively talk about the relationship between culture, equity, and student success, even when it is uncomfortable.
- 16 We use comprehensive observation protocols to assess facilities, space, materials, instruction, interactions, etc.
- 17 We regularly use disaggregated data to determine the inequities across different student groups in retention, success, persistence, and completion.
- 18 We actively work to develop and implement strategies to address inequities we find in our disaggregated data.
- 19 We continually examine the frequency and effectiveness of personal interactions with students, how curriculum reflects the lives of students, areas for growth, etc.

#### Competencies for Students

- 20 We are committed to ensuring that all students master traditional academic skills.
- 21 We actively teach and build our students' cultural responsiveness/cultural competency skills, including knowledge and appreciation of one's own cultures and that of others, self-efficacy, and socio-emotional skills.
- 22 We actively teach and build our students' critical reflection and change agency skills so that they can better benefit their communities.



## 3.2: Culturally Responsive Practice and Why it Matters

### Facilitator's Guide

### ESC Planning Team Meeting 5

Time: 1.5 hours

#### Purpose

This tool supports groups in gaining a deeper understanding of culturally responsive practice and reviewing and reflecting on the cultural responsiveness of their strategies to improve student success.

#### How to Use This Tool in the ESC Process

This tool can be used during *Stage 3: Developing Culturally Responsive Strategies* to prepare the Planning Team in the development of strategies that best meet the needs of their students and address the cultural dimensions of institutional change. It should be used after the team has developed a vision and contradictions to that vision.

Facilitators of this exercise should be well-versed in and knowledgeable about culturally responsive practice, and should also be comfortable fielding questions and facilitating dialogues with individuals with different experience levels with this topic.

#### Goals

- Participants consider the outcomes they want for their students and the knowledge and skills necessary for college faculty, staff, and administrators to support those outcomes.
- Participants reflect on the *Tool 3.1: Principles for Equity and Culturally Responsive Practice* and assess the effectiveness of their current student success strategies through the lens of the principles.
- Participants agree upon next steps for the college to take to build the cultural responsiveness of their student success strategies.

#### Materials

- Copies of *Tool 5.1: Ground Rules for Authentic Dialogue* for each participant
- Copies of the *Tool 3.1: Principles for Equity and Culturally Responsive Practice* for each participant
- Pre-reading(s) from the literature in the field on culturally responsive practice<sup>12</sup>.
- Copies of institutional planning documents that include strategies for improving student success for the college's most vulnerable students (such as Student Equity Plans, Strategic Plans, Basic Skills Initiative plans, etc.)
- Chart paper

#### Facilitator Instructions

- 1 Review *Tool 5.1: Ground Rules for Authentic Dialogue*. We are going to be exploring in more depth what is meant by “equity” and “culturally responsive,” and we want to ensure that the discussion remains safe for all to contribute and challenge one another’s thinking.
- 2 Depending on the size of the group and the level of trust that has been established, you can do this exercise with a whole group or in small groups.
- 3 Ask participants to take a few minutes to review the *Principles for Equity and Culturally Responsive Practice*. Then lead them through the following discussion:
  - Is there anything in the Principles that needs clarification?
  - What is one thing that jumps out at you?
  - What do you resonate with?
  - What is something new to you?
  - What is culturally responsive practice?
- 4 Chart participants’ responses to the last question.
- 5 Facilitator(s) should add to the chart additional key definitions from their knowledge base or from the pre-reading materials.
- 6 Now ask participants to reflect on their goals for students. Have a few participants share their reflections.
- 7 If it doesn’t come up in the sharing out, ask participants to also reflect on and share what is necessary for students to be culturally competent in the 21st century (i.e. civically engaged, compassionate, critically reflective, etc.).
- 8 Ask participants to now reflect on their goals for the institution overall (including faculty and staff) by asking:
  - What attitudes, skills, and knowledge do they need, and how do they need to function as a community in order to meet the student outcomes they have identified?
- 9 Ask the following questions:
  - Reflecting on the element of *Knowledge and Understanding*, where are you strongest? Where do you need more growth and development?
  - Reflecting on the element of *Culture and Context*, how would you rate yourselves as an institution?
  - Reflecting on the element of *Professional Practice of Administrators, Faculty, and Staff*, where would you say the institution is at as a whole in supporting faculty and staff in this area?
  - Reflecting on the element of *Competencies for Students*, how well are you doing in instilling these in your students?
  - Why does this matter?

### Section 3: Culturally Responsive Practice

- 10 Review the college's current strategies for student success.
- 11 Have participants work in small groups to choose a strategy (one strategy/small group) and assess how culturally responsive that strategy is, using the *Principles for Equity and Culturally Responsive Practice* as their guide.
- 12 Have small groups report out on their assessment and lead the large group through the following discussion:
  - What did you hear that you agree with?
  - What did you hear that concerns you?
  - How can the college continue to build the cultural relevance of its strategies to improve success for your most vulnerable students?
  - As we think about new strategies we are considering, what are the implications of our learning from today in the planning process?
- 13 For those following the ESC Process, record implications on flip chart paper and ask participants to bring this information with them to the next meeting, where they will be developing culturally responsive strategies to address their contradictions and move them towards their vision.

## **Las Positas College Moves Towards Culturally Responsive Teaching and Learning**

As a result of low success rates in Basic Skills courses, the Las Positas English Department undertook efforts to be more intentional about course expectations, faculty assignments, and curriculum. They reflected on the faculty skills and abilities necessary to teach Basic Skills, beyond academic knowledge of the subject area. They also reflected on their own attitudes towards the students taking Basic Skills classes. For example, one faculty member noted that Basic Skills courses are sometimes taught with lower expectations for student success than college-level courses taught by the same faculty.

As a result of this process, the department has hired more adjunct faculty with the skills to implement culturally responsive curriculum and pedagogy. They have also engaged in more structured dialogue about who to assign to teach Basic Skills and the kind of curriculum that should be used. The focus on curriculum has been to make it more relevant to the lives of students and designed to build on students' strengths: for example, building an English curriculum that integrates writers from cultural backgrounds similar to those of the students in the course.

The department has also begun using student voice in the development of curriculum. Faculty now are encouraged to ask students what interests them, tailor curriculum to integrate their interests, and provide opportunities for students to share their own interests and skills with other students. An effort has been made to foster a culture of mutual responsibility among students, and to recognize students for their unique contributions to the growth and learning of others.

## Section 4: Institutional and Systems Improvement Rubrics

The Rubrics in this section are based on the *Equity-Driven Systems Change (ESC) Model* (described in section 1 of the Toolkit) and provide a detailed portrait of both the structural and cultural dimensions of systems improvement toward providing high-quality, equitable instruction and services to students.

The Rubrics are offered to particularly address challenges in the field that we have seen related to limited understanding of the cultural dimensions of institutional practice alongside structural dimensions.

We have found in our work with institutions that even when there is an awareness of the cultural dimensions of institutional practice, they are often given limited attention in planning and strategy development. One reason is that practitioners lack a comprehensive picture of how improved practice might look. We offer these Rubrics to support the field in addressing these challenges and to complement the innovative work already afoot.

All of the rubrics can be used to gather *baseline* data on strengths and areas for improvement, gather *mid-point* data to inform iterative planning and course-correction, and gather *post-process* data to inform evaluation of overall strength and impact of efforts.

The **three Rubrics** in this section are reflection and continuous improvement tools designed to support community colleges in their ability to effectively support students to thrive. These Rubrics can also be used by other educational institutions such as schools, districts, universities, and after-school and youth development programs.

- **4.1: Reflecting on the Strengths of Our Strategies and Approaches** supports institutions and systems in assessing the equity-based *strategies* and *approaches* being undertaken in their efforts toward increasing equitable practices and outcomes for students.
- **4.2: Reflecting on the Quality of Our Processes, Implementation, and Follow-Through** supports institutions and systems in assessing the strength of *processes*, *implementation*, and *follow-through* in pursuing specific strategies and approaches.
- **4.3: Assessing Professional Learning Needs Related to Equity-Based Strategies and Change Management** supports institutions and systems in assessing individual and institutional strengths and needs related to *professional learning* and growth.

### NOTE TO THE READER

We recognize that not all of the areas in the Rubrics are within the control of institutions to improve, and that significant funding, political, and other constraints limit the ability of institutions and systems to make the improvements they desire. We hope these tools will support not only individual institution leaders and change agents, but also policy advocacy and other systems change leaders in illuminating the best practices possible, needs, and constraints of practitioners and institutions to best serve and support their students.

## Format of the Rubrics

**4.1: Reflecting on the Strength of our Strategies and Approaches** is organized according to the ESC Model's *Four Levels of Change* along *structural* and *cultural* dimensions. The four levels of change are 1) *organizational policies and practices*; 2) *campus environment and political climate*; 3) *approaches to access, supports, and opportunities* for students; and 4) *student outcomes*.

**4.2: Reflecting on the Quality of Our Processes, Implementation, and Follow-Through** is organized according to the ESC Process for institutional change management, which are: 1) *team building*; 2) *assessing the current context* for our work; 3) *engaging in data gathering and analysis*; 4) *culturally responsive strategy development*; 5) *creating student-centered measures of success*; and 6) *reflecting on our process and planning for the future (cycles of improvement)*.

**4.3: Assessing Professional Learning Needs Related to Equity-Based Strategies and Change Management** is structured according to Rubrics 1 and 2 to allow individuals and departments to assess individuals' strengths and growth areas.

## The Developmental Stages in the Rubrics

As with any rubric, the highest level is challenging to achieve. We encourage the user to *support and encourage themselves as continued growth is seen along the stages*, and also not be daunted by challenges to achieving high performance in each of the areas. We also encourage the user to locate exemplary institutional and systems counterparts in the field in each of the areas, as thought partners and mentors.

**4.1: Reflecting on the Strength of Our Strategies and Approaches** is structured according to four tiers of development: 1) *Absent, Minimally Present, or Exploring* – the structures, systems, or processes indicated are not present, not focused on, and/or not being pursued robustly in the institution; 2) *Emerging* – the institution is intentionally building the structures, systems, or processes indicated; 3) *Skilled* – the institution has implemented the structures, systems, or processes indicated with some success; and 4) *Exemplar* – the institution has engaged in cycles of review regarding the structures, systems, or processes indicated, and found its work to be high quality according to the data and evidence it has reviewed to assess progress and impact.

**4.2: Reflecting on the Quality of Our Processes, Implementation, and Follow-Through** is structured according to three tiers of development: 1) *Minimal* – the implementation processes are minimally focused on and assessed; 2) *Functional* – the implementation processes are focused on and assessed semi-regularly; and 3) *Exemplary* – the implementation processes are robustly focused on and systematically assessed on an ongoing basis.

**4.3: Assessing Professional Learning Needs Related to Equity-Based Strategies and Change Management Processes** is structured according to three tiers of development: 1) *Need for growth* in the area; 2) *Strength in the area*; or 3) *Ability to train others* in the area.



## Suggestions for Uses of the Rubrics

Rubrics can be used by representative stakeholder teams made up of staff, faculty, administrators, students, and community members. For colleges using the ESC Process, Rubrics can be used by the Planning Team during their first meeting, midway through the implementation of their strategies, and at the end of the planning and implementation process. Rubrics can also be used by educational institutions that are not undertaking the full ESC Process. Rubrics should be integrated into a college's ongoing reflection and continuous improvement processes, used at least one to three times a year by institutions after the ESC Process has been completed.

Group inquiry based on the Rubrics can be pursued in a number of ways:

- Individuals can fill out Rubrics 4.1 and 4.2 by checking the boxes next to each item and then engage in small group and large group discussion about each area. Such discussions should be prefaced by the creation of **ground rules** for effective and probing discussion of differences in perspectives and conclusions about how the institution is performing on each level of change and subcategory.
- Small groups (three to six people) can fill out Rubrics 4.1 and 4.2 together by engaging in table discussions to come to consensus about each area in the Rubrics, then bring those conclusions to a large group discussion to uncover strengths and needs in program and institutional practice.
- Rubric 4.3 should be used by individuals and supervisors.
- Rubrics used as part of pre-, mid-, and post-reflection cycles should be saved and compared with subsequent versions that are filled out.

In preparing to fill out the Rubrics, individuals or teams should be tasked with locating evidence that supports claims made about effectiveness in each area. Note that individuals may locate contradictory **evidence** and/or have different interpretations of the data brought to support claims in each area. These possibilities should be seen as rich opportunities for deeper **dialogue** and learning among colleagues and students, where all involved can deepen their awareness, understanding of, and appreciation for the varying experiences and perspectives of staff, faculty, students, and community in delivering on the institution's mission.

**Skilled facilitation**, as well as openness to seeing different perspectives, is critical in this process to ensure that all participants are invested and feel safe to engage fully and authentically. Attending to these areas will support the development of healthier, more **collaborative**, supportive environments of critical friends.

These Tools can be used as part of equity-based program and institutional review processes. Teams who work together in an ongoing, collaborative fashion (using team-building tools and guidelines such as the ones in this Toolkit) will be more effective in developing shared conclusions about how the college/ school/ program/ district is performing on the measures in the Rubrics. They will also be more effective in having meaningful, robust conversations about implications for the college/ school/ program/ district's work, and from there can work to develop action steps for program planning and improvement, institutional planning, and performance review and individual development & learning plans.

We hope these tools benefit all striving to create more equitable schools, colleges, and programs for students.

### 4.1: Reflecting on the Strengths of Our Strategies and Approaches

<p><b>ORGANIZATIONAL POLICIES &amp; PRACTICES</b></p> <p><b>Leadership</b></p>	<p><b>1</b> <b>Absent, Minimally Present, or Exploring</b></p> <p><b>Structural Dimensions</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Alignment with Vision, Mission, &amp; Values:</b> Most programs, departments, teams, and individuals not aligned with institution's vision, mission, values.</li> <li><input type="checkbox"/> <b>Leadership Structure:</b> No clearly defined shared leadership structure.</li> <li><input type="checkbox"/> <b>Institutional Planning:</b> Institutional strategic plans are either non-existent and/or not useful, not aligned, not reflected on regularly, and/or not up-to-date.</li> <li><input type="checkbox"/> <b>Staff &amp; Faculty Development:</b> No/minimal support for development of staff and faculty.</li> <li><input type="checkbox"/> <b>Structures for Efficient Functioning:</b> No/minimal structures and systems for the alignment and efficient functioning of the institution.</li> <li><input type="checkbox"/> <b>Community Partnerships:</b> No/ minimal partnerships with the external community.</li> </ul>	<p><b>2</b> <b>Emerging</b> (the areas are being built/developed)</p> <p><b>Structural Dimensions</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Alignment with Vision, Mission &amp; Values:</b> Beginning work/some programs, departments, teams, and individuals aligned with institution's vision, mission, values.</li> <li><input type="checkbox"/> <b>Leadership Structure:</b> Beginning work to define/refine shared leadership structure.</li> <li><input type="checkbox"/> <b>Institutional Planning:</b> Institutional strategic and other plans are being developed or updated, aligned, and made more useful.</li> <li><input type="checkbox"/> <b>Staff &amp; Faculty Development:</b> Emerging structures to support development of staff and faculty.</li> <li><input type="checkbox"/> <b>Structures for Efficient Functioning:</b> Emerging structures and systems to promote alignment and efficient functioning of the institution.</li> <li><input type="checkbox"/> <b>Community Partnerships:</b> Emerging partnerships with the external community.</li> </ul>	<p><b>3</b> <b>Skilled</b> (the areas are being implemented with some success)</p> <p><b>Structural Dimensions</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Alignment with Vision, Mission &amp; Values:</b> Many programs, departments, teams, and individuals intentionally aligned with institution's vision, mission, values.</li> <li><input type="checkbox"/> <b>Leadership Structure:</b> Have defined/refined the shared leadership structure.</li> <li><input type="checkbox"/> <b>Institutional Planning:</b> Institutional strategic and other plans are largely aligned and in many ways useful.</li> <li><input type="checkbox"/> <b>Staff &amp; Faculty Development:</b> Have structures to support development of staff and faculty.</li> <li><input type="checkbox"/> <b>Structures for Efficient Functioning:</b> Have many structures and systems to promote alignment and efficient functioning of the institution.</li> <li><input type="checkbox"/> <b>Community Partnerships:</b> Growing partnerships with the external community.</li> </ul>	<p><b>4</b> <b>Exemplar</b> (the institution is engaged in cycles of reflection on the areas with data that shows high quality)</p> <p><b>Structural Dimensions</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Alignment with Vision, Mission &amp; Values:</b> All/nearly all programs, departments, teams, and individuals aligned with institution's vision, mission, values.</li> <li><input type="checkbox"/> <b>Leadership Structure:</b> Clearly defined shared leadership structure.</li> <li><input type="checkbox"/> <b>Institutional Planning:</b> Institutional strategic and other plans are aligned, useful, meaningful, reflected on regularly using qualitative &amp; quantitative data, and updated on a predictable cycle.</li> <li><input type="checkbox"/> <b>Staff &amp; Faculty Development:</b> Strong support for the ongoing development of staff and faculty at all levels.</li> <li><input type="checkbox"/> <b>Structures for Efficient Functioning:</b> Effective structures and systems for the overall alignment and efficient functioning of the institution.</li> <li><input type="checkbox"/> <b>Community Partnerships:</b> Numerous, strong partnerships with the external community.</li> </ul>
<p><b>NOTE TO THE READER</b> This rubric is structured according to the ESC Model's Four Levels of Change along structural and cultural dimensions. The four levels of change are:</p> <ol style="list-style-type: none"> <li>1) organizational policies and practices;</li> <li>2) campus environment and political climate;</li> <li>3) approaches to access, supports, and opportunities for students; and</li> <li>4) student outcomes.</li> </ol>				

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4.1: Reflecting on the Strengths of Our Strategies and Approaches (continued)

<p><b>ORGANIZATIONAL POLICIES &amp; PRACTICES</b></p> <p>Leadership (continued)</p>	<p><b>1 Absent, Minimally Present, or Exploring</b></p>	<p><b>2 Emerging</b> (the areas are being built/developed)</p>	<p><b>3 Skilled</b> (the areas are being implemented with some success)</p>	<p><b>4 Exemplar</b> (the institution is engaged in cycles of reflection on the areas with data that shows high quality)</p>
<p><b>Cultural Dimensions</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Belief in Students:</b> Little demonstrated belief in the capacity of and commitment to the success of all students.</li> <li><input type="checkbox"/> <b>Knowledge of Community:</b> No/limited knowledge of community history and context, particularly in relation to vulnerable populations' qualitative experiences with education.</li> <li><input type="checkbox"/> <b>Commitment to Equity:</b> No/minimal attention to the needs of the most vulnerable students.</li> <li><input type="checkbox"/> <b>Representation:</b> Leadership, faculty, and staff across the institution are not demographically reflective of the community.</li> <li><input type="checkbox"/> <b>Culture of Collaboration &amp; Inquiry:</b> No/minimal attention to cultivating a culture of inquiry, reflection, candor/critical friendship, collaboration, and supportive relationships across the institution.</li> <li><input type="checkbox"/> <b>Equity Leadership:</b> Minimal courage and skill demonstrated in leading equity discussions and action.</li> </ul>	<p><b>Cultural Dimensions</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Belief in Students:</b> Some demonstrated belief in the capacity of and commitment to the success of all students.</li> <li><input type="checkbox"/> <b>Knowledge of Community:</b> Emerging structures to build knowledge of community history and context.</li> <li><input type="checkbox"/> <b>Commitment to Equity:</b> Emerging awareness and commitment to equity and the needs of vulnerable students.</li> <li><input type="checkbox"/> <b>Representation:</b> Emerging structures being developed to ensure leadership, faculty, and staff are reflective of the community.</li> <li><input type="checkbox"/> <b>Culture of Collaboration &amp; Inquiry:</b> Beginning to develop processes &amp; systems for cultivating a culture of inquiry, reflection, candor/critical friendship, collaboration, and supportive relationships.</li> <li><input type="checkbox"/> <b>Equity Leadership:</b> Emerging demonstrated courage and skill in leading equity discussions and action.</li> </ul>	<p><b>Cultural Dimensions</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Belief in Students:</b> Growing demonstrated belief in the capacity of and commitment to the success of all students.</li> <li><input type="checkbox"/> <b>Knowledge of Community:</b> Have structures to build knowledge of community history and context.</li> <li><input type="checkbox"/> <b>Commitment to Equity:</b> Growing awareness and commitment to equity and the needs of vulnerable students.</li> <li><input type="checkbox"/> <b>Representation:</b> Have structures to ensure leadership, faculty, and staff are reflective of the community.</li> <li><input type="checkbox"/> <b>Culture of Collaboration &amp; Inquiry:</b> Have developed processes &amp; systems for cultivating a culture of inquiry, reflection, candor/critical friendship, collaboration, and supportive relationships.</li> <li><input type="checkbox"/> <b>Equity Leadership:</b> Growing demonstrated courage and skill in leading equity discussions and action.</li> </ul>	<p><b>Cultural Dimensions</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Belief in Students:</b> Belief in the capacity of and commitment to the success of all students with deep attention to the most vulnerable.</li> <li><input type="checkbox"/> <b>Knowledge of Community:</b> Knowledge of community history and context, particularly in relation to vulnerable populations' qualitative experiences with education.</li> <li><input type="checkbox"/> <b>Commitment to Equity:</b> Significant awareness and demonstrated commitment to equity and the needs of vulnerable students.</li> <li><input type="checkbox"/> <b>Representation:</b> Leadership, faculty, and staff across the institution are demographically reflective of the community.</li> <li><input type="checkbox"/> <b>Culture of Collaboration &amp; Inquiry:</b> Cultivating a culture of inquiry, reflection, candor/critical friendship, collaboration, and supportive relationships across the institution.</li> <li><input type="checkbox"/> <b>Equity Leadership:</b> Courage and skill in leading equity discussions and action.</li> </ul>	

4.1: Reflecting on the Strengths of Our Strategies and Approaches (continued)

<p><b>ORGANIZATIONAL POLICIES &amp; PRACTICES</b></p> <p><b>Teaching &amp; Learning</b></p>	<p><b>1</b> <b>Absent, Minimally Present, or Exploring</b></p> <p><b>Structural Dimensions</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Aligned Curriculum:</b> Curriculum is not/minimally integrated or aligned (vertically and horizontally).</li> <li><input type="checkbox"/> <b>Student Learning Outcomes &amp; Standards:</b> No/minimal alignment of curriculum and instruction with student learning outcomes or standards.</li> <li><input type="checkbox"/> <b>Formative &amp; Summative Assessment:</b> No/minimal formative assessments and/or they are not systematically used by instructors; most rely on summative assessments.</li> <li><input type="checkbox"/> <b>Professional Learning:</b> Minimal and/or fragmented professional learning priorities &amp; opportunities.</li> </ul> <p><b>Cultural Dimensions</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Relevant, Engaging Curriculum:</b> No/minimal attention to whether curriculum is relevant to students' lives, engaging, and rigorous.</li> <li><input type="checkbox"/> <b>Representative Curriculum:</b> Faculty has no/little awareness of the nature of or need for representative curriculum.</li> </ul>	<p><b>2</b> <b>Emerging</b> (the areas are being built/developed)</p> <p><b>Structural Dimensions</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Aligned Curriculum:</b> Emerging curriculum integration and alignment (e.g., cross-discipline, learning communities, and/or project-based).</li> <li><input type="checkbox"/> <b>Student Learning Outcomes &amp; Standards:</b> Co-defining meaningful student learning outcomes or standards, and beginning alignment.</li> <li><input type="checkbox"/> <b>Formative &amp; Summative Assessment:</b> Creating more multiple, meaningful modes of assessment.</li> <li><input type="checkbox"/> <b>Professional Learning:</b> Defining professional learning priorities &amp; opportunities.</li> </ul> <p><b>Cultural Dimensions</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Relevant, Engaging Curriculum:</b> Beginning attention to whether curriculum is relevant to students' lives, engaging, and rigorous.</li> <li><input type="checkbox"/> <b>Representative Curriculum:</b> Beginning awareness of the nature of and need for representative curriculum.</li> </ul>	<p><b>3</b> <b>Skilled</b> (the areas are being implemented with some success)</p> <p><b>Structural Dimensions</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Aligned Curriculum:</b> Curriculum has been integrated and aligned across most areas (e.g., cross-discipline, learning communities, and/or project-based).</li> <li><input type="checkbox"/> <b>Student Learning Outcomes &amp; Standards:</b> Meaningful student learning outcomes or standards have been defined and aligned to most curriculum &amp; instruction.</li> <li><input type="checkbox"/> <b>Formative &amp; Summative Assessment:</b> Multiple, meaningful modes of assessment have been established and are being used.</li> <li><input type="checkbox"/> <b>Professional Learning:</b> Professional learning priorities &amp; opportunities have been defined and are being used.</li> </ul> <p><b>Cultural Dimensions</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Relevant, Engaging Curriculum:</b> Significant attention is being given to ensuring curriculum is relevant to students' lives, engaging, and rigorous.</li> </ul>	<p><b>4</b> <b>Exemplar</b> (the institution is engaged in cycles of reflection on the areas with data that shows high quality)</p> <p><b>Structural Dimensions</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Aligned Curriculum:</b> Integrated and aligned curriculum (e.g., cross-discipline, learning communities, and project-based).</li> <li><input type="checkbox"/> <b>Student Learning Outcomes &amp; Standards:</b> All curriculum and instruction are aligned to meaningful student learning outcomes (SLOs) or standards throughout the institution.</li> <li><input type="checkbox"/> <b>Formative &amp; Summative Assessment:</b> Multiple modes of robust formative and summative assessment are used on a regular basis.</li> <li><input type="checkbox"/> <b>Professional Learning:</b> Clear and aligned professional learning priorities, opportunities, and supports are used on a regular basis.</li> </ul> <p><b>Cultural Dimensions</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Relevant, Engaging Curriculum:</b> Faculty ensure curriculum is relevant to students' lives, engaging, and rigorous (e.g., project-based learning, cooperative learning, group work, study groups, etc.).</li> </ul>
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### 4.1: Reflecting on the Strengths of Our Strategies and Approaches (continued)

<p><b>ORGANIZATIONAL POLICIES &amp; PRACTICES</b> Teaching &amp; Learning (continued)</p>	<p><b>1 Absent, Minimally Present, or Exploring</b> (the areas are being built/developed)</p>	<p><b>2 Emerging</b> (the areas are being implemented with some success)</p>	<p><b>3 Skilled</b> (the institution is engaged in cycles of reflection on the areas with data that shows high quality)</p>	<p><b>4 Exemplar</b> (the institution is engaged in cycles of reflection on the areas with data that shows high quality)</p>
<p><input type="checkbox"/> <b>Drawing on Students' Lives:</b> Faculty has no/little awareness of how to or the need for ensuring that curriculum draws on students' lives.</p> <p><input type="checkbox"/> <b>Promoting Civic Participation:</b> Instruction and student learning outcomes (standards) have little/no focus on promoting critical reflection on social inequality, development of social responsibility, and encouraging civic participation.</p> <p><input type="checkbox"/> <b>Peer Support Structures for Students:</b> No/minimal structures are in place for students to draw on one another for peer support.</p> <p><input type="checkbox"/> <b>Collaborative Faculty Reflection:</b> Faculty are not supported to engage in collaborative reflection and planning on student learning, in conjunction with support service staff.</p>	<p><input type="checkbox"/> <b>Drawing on Students' Lives:</b> beginning awareness of how to and the need for ensuring that curriculum draws on students' lives.</p> <p><input type="checkbox"/> <b>Promoting Civic Participation:</b> Emerging focus on instruction and student learning outcomes (standards) promoting critical reflection on social inequality, development of social responsibility, and encouraging civic participation.</p> <p><input type="checkbox"/> <b>Peer Support Structures for Students:</b> Structures being developed for students to draw on one another for peer support.</p> <p><input type="checkbox"/> <b>Collaborative Faculty Reflection:</b> Emerging support for faculty to engage in collaborative reflection and planning on student learning, in conjunction with support service staff.</p>	<p><input type="checkbox"/> <b>Representative Curriculum:</b> Significant attention is being given to ensuring representative curriculum.</p> <p><input type="checkbox"/> <b>Drawing on Students' Lives:</b> Significant attention is being given to ensuring that curriculum draws on students' lives.</p> <p><input type="checkbox"/> <b>Promoting Civic Participation:</b> Significant attention is being given to ensuring that instruction and student learning outcomes (standards) promote critical reflection on social inequality, development of social responsibility, and encourage civic participation.</p> <p><input type="checkbox"/> <b>Peer Support Structures for Students:</b> Structures have been developed for students to draw on one another for peer support.</p> <p><input type="checkbox"/> <b>Collaborative Faculty Reflection:</b> Structures have been developed to support faculty in engaging in collaborative reflection and planning on student learning, in conjunction with support service staff.</p>	<p><input type="checkbox"/> <b>Representative Curriculum:</b> Curriculum includes robust representation of the contributions and perspectives of diverse cultures.</p> <p><input type="checkbox"/> <b>Drawing on Students' Lives:</b> Curriculum and instructional practices meaningfully draw on students' life experience, prior knowledge, and cultural backgrounds.</p> <p><input type="checkbox"/> <b>Promoting Civic Participation:</b> Instruction and student learning outcomes (standards) promote critical reflection on social inequality, development of social responsibility, and encourage civic participation.</p> <p><input type="checkbox"/> <b>Peer Support Structures for Students:</b> Adequate structures are in place for students to draw on one another for peer support (e.g., learning communities and cohorts).</p>	

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### 4.1: Reflecting on the Strengths of Our Strategies and Approaches (continued)

ORGANIZATIONAL POLICIES & PRACTICES	1 Absent, Minimally Present, or Exploring	2 Emerging (the areas are being built/developed)	3 Skilled (the areas are being implemented with some success)	4 Exemplar (the institution is engaged in cycles of reflection on the areas with data that shows high quality)
Teaching & Learning (continued)	<p><input type="checkbox"/> <b>Culturally Responsive Professional Learning:</b> Faculty and staff have no/minimal access to and varying quality professional learning opportunities to deepen their knowledge of the diverse student body, different learning styles, and culturally responsive pedagogy; and/or have little/no awareness of or agreement about the need for this.</p>	<p><input type="checkbox"/> <b>Culturally Responsive Professional Learning:</b> Faculty and staff have identified some professional learning opportunities to deepen their knowledge of the diverse student body, different learning styles, and culturally responsive pedagogy.</p>	<p><input type="checkbox"/> <b>Culturally Responsive Professional Learning:</b> Faculty and staff are participating in professional learning opportunities to deepen their knowledge of the diverse student body, different learning styles, and culturally responsive pedagogy.</p>	<p><input type="checkbox"/> <b>Collaborative Faculty Reflection:</b> Faculty are supported to engage in collaborative reflection and planning on student learning, in conjunction with support service staff.</p> <p><input type="checkbox"/> <b>Culturally Responsive Professional Learning:</b> all faculty and staff are strengthening their skills in culturally responsive pedagogy.</p>
Planning & Budgeting	<p><input type="checkbox"/> <b>Continuous Reflection and Improvement:</b> Minimal, mandated reflection exists on some of the areas below:</p> <ul style="list-style-type: none"> <li><input type="radio"/> program review</li> <li><input type="radio"/> enrollment</li> <li><input type="radio"/> accreditation</li> <li><input type="radio"/> strategic planning</li> <li><input type="radio"/> resource prioritization and allocation</li> <li><input type="radio"/> intentionality and focus on aligning efforts across the institution</li> </ul>	<p><input type="checkbox"/> <b>Continuous Reflection and Improvement:</b> Structured cycles and formats for reflection are being developed to cover the areas below:</p> <ul style="list-style-type: none"> <li><input type="radio"/> program review</li> <li><input type="radio"/> enrollment</li> <li><input type="radio"/> accreditation</li> <li><input type="radio"/> strategic planning</li> <li><input type="radio"/> resource prioritization and allocation</li> <li><input type="radio"/> intentionality and focus on aligning efforts across the institution</li> </ul>	<p><input type="checkbox"/> <b>Continuous Reflection and Improvement:</b> Structured cycles and formats for reflection have been developed to cover the areas below:</p> <ul style="list-style-type: none"> <li><input type="radio"/> program review</li> <li><input type="radio"/> enrollment</li> <li><input type="radio"/> accreditation</li> <li><input type="radio"/> strategic planning</li> <li><input type="radio"/> resource prioritization and allocation</li> <li><input type="radio"/> intentionality and focus on aligning efforts across the institution</li> </ul>	<p><input type="checkbox"/> <b>Continuous Reflection and Improvement:</b> Continuous cycles of review and improvement exist with deep attention to the needs of and impact on the most vulnerable students in each area below:</p> <ul style="list-style-type: none"> <li><input type="radio"/> program review</li> <li><input type="radio"/> enrollment</li> <li><input type="radio"/> accreditation</li> <li><input type="radio"/> strategic planning</li> <li><input type="radio"/> resource prioritization and allocation</li> <li><input type="radio"/> intentionality and focus on aligning efforts across the institution</li> </ul>

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4.1: Reflecting on the Strengths of Our Strategies and Approaches (continued)

ORGANIZATIONAL POLICIES & PRACTICES Planning & Budgeting (continued)	1 Absent, Minimally Present, or Exploring	2 Emerging (the areas are being built/developed)	3 Skilled (the areas are being implemented with some success)	4 Exemplar (the institution is engaged in cycles of reflection on the areas with data that shows high quality)
<p><b>Cultural Dimensions</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Collaborative Institutional Reflection Processes:</b> Institutional &amp; program reflection processes engage a minimal number of individuals and departments.</li> <li><input type="checkbox"/> <b>Robust Data Review:</b> Institutional &amp; program reflection processes include only/primarily quantitative data.</li> <li><input type="checkbox"/> <b>Reflection on Impacts of Personal Practice:</b> Institutional &amp; program reflection processes promote minimal/no inquiry about the effectiveness &amp; impact of professional practice.</li> <li><input type="checkbox"/> <b>Shared Accountability for Implementation:</b> Institutional &amp; program reflection processes do not promote shared ownership of or a supportive environment for implementation of the institution's initiatives and strategies.</li> <li><input type="checkbox"/> <b>Alignment of Equity Efforts:</b> There is minimal/no work to align the equity efforts across the institution.</li> </ul>	<p><b>Cultural Dimensions</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Collaborative Institutional Reflection Processes:</b> Developing structures to engage a larger cross-section of individuals, departments, and teams in institutional &amp; program reflection processes.</li> <li><input type="checkbox"/> <b>Robust Data Review:</b> Beginning to add qualitative data in addition to quantitative data for institutional &amp; program reflection processes.</li> <li><input type="checkbox"/> <b>Reflection on Impacts of Personal Practice:</b> Developing processes to promote deeper inquiry about the effectiveness &amp; impact of professional practice.</li> <li><input type="checkbox"/> <b>Shared Accountability for Implementation:</b> Developing processes to promote shared ownership of and a supportive environment for implementation of the institution's initiatives and strategies.</li> <li><input type="checkbox"/> <b>Alignment of Equity Efforts:</b> Beginning to align the equity efforts across the institution.</li> </ul>	<p><b>Cultural Dimensions</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Collaborative Institutional Reflection Processes:</b> structures are being used to engage a cross-section of individuals, departments, and teams in institutional &amp; program reflection processes.</li> <li><input type="checkbox"/> <b>Robust Data Review:</b> some qualitative and quantitative data are being used for institutional &amp; program reflection processes.</li> <li><input type="checkbox"/> <b>Reflection on Impacts of Personal Practice:</b> Processes are in place to promote deeper inquiry about the effectiveness &amp; impact of professional practice.</li> <li><input type="checkbox"/> <b>Shared Accountability for Implementation:</b> Processes are in place to promote shared ownership of and a supportive environment for implementation of the institution's initiatives and strategies.</li> <li><input type="checkbox"/> <b>Alignment of Equity Efforts:</b> Many/most of the equity efforts across the institution have been aligned.</li> </ul>	<p><b>Cultural Dimensions</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Collaborative Institutional Reflection Processes:</b> Institutional &amp; program reflection processes are collaborative and engage appropriate cross-sections of individuals, departments, and teams around alignment.</li> <li><input type="checkbox"/> <b>Robust Data Review:</b> Institutional &amp; program reflection processes include robust qualitative and quantitative data, including authentic student voice.</li> <li><input type="checkbox"/> <b>Reflection on Impacts of Personal Practice:</b> Institutional &amp; program reflection processes are used to promote deep inquiry about the effectiveness &amp; impact of professional practice.</li> <li><input type="checkbox"/> <b>Shared Accountability for Implementation:</b> Institutional &amp; program reflection processes promote shared ownership of quality implementation of the institution's initiatives and strategies, in a mutually supportive/critical friend environment.</li> </ul>	

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4.1: Reflecting on the Strengths of Our Strategies and Approaches (continued)

<p><b>ORGANIZATIONAL POLICIES &amp; PRACTICES</b></p> <p>Planning &amp; Budgeting (continued)</p>		<p><b>2</b> <b>Emerging</b> (the areas are being built/developed)</p>	<p><b>3</b> <b>Skilled</b> (the areas are being implemented with some success)</p>	<p><b>4</b> <b>Exemplar</b> (the institution is engaged in cycles of reflection on the areas with data that shows high quality)</p>
				<p><input type="checkbox"/> <b>Alignment of Equity Efforts:</b> There is intentional ongoing work to align the equity efforts across the institution.</p>
<p><b>Data &amp; Evaluation</b></p>	<p><b>Structural Dimensions</b></p> <p><input type="checkbox"/> <b>Data Accessibility &amp; Usability:</b> Minimal primarily quantitative data is available mostly for faculty, staff, and administrators.</p> <p><input type="checkbox"/> <b>Workforce Data Review:</b> No/minimal examination of workforce trends and needs.</p> <p><input type="checkbox"/> <b>Institutional Research Agenda:</b> No/limited institutional research agenda.</p> <p><b>Cultural Dimensions</b></p> <p><input type="checkbox"/> <b>Shared Responsibility for Outcomes &amp; Impact:</b> There is little/no focus on building a culture of inquiry, shared ownership of outcomes, and an environment of positive accountability.</p>	<p><b>Structural Dimensions</b></p> <p><input type="checkbox"/> <b>Data Accessibility &amp; Usability:</b> Developing its capacity to produce, access, and use qualitative and quantitative data.</p> <p><input type="checkbox"/> <b>Workforce Data Review:</b> Developing systems for systematic examination of workforce trends and needs.</p> <p><input type="checkbox"/> <b>Institutional Research Agenda:</b> Developing a formal, institutional research agenda.</p> <p><b>Cultural Dimensions</b></p> <p><input type="checkbox"/> <b>Shared Responsibility for Outcomes &amp; Impact:</b> Beginning focus on building a culture of inquiry, shared ownership of outcomes, and an environment of positive accountability.</p>	<p><b>Structural Dimensions</b></p> <p><input type="checkbox"/> <b>Data Accessibility &amp; Usability:</b> Systems in place to produce, access, and use qualitative and quantitative data.</p> <p><input type="checkbox"/> <b>Workforce Data Review:</b> Systems in place for systematic examination of workforce trends and needs.</p> <p><input type="checkbox"/> <b>Institutional Research Agenda:</b> Formal, institutional research agenda in place.</p> <p><b>Cultural Dimensions</b></p> <p><input type="checkbox"/> <b>Shared Responsibility for Outcomes &amp; Impact:</b> Processes for building a culture of inquiry, shared ownership of outcomes, and an environment of positive accountability are in place.</p>	<p><b>Structural Dimensions</b></p> <p><input type="checkbox"/> <b>Data Accessibility &amp; Usability:</b> Robust sets of quantitative and qualitative data are accessible and useful to faculty, staff, administrators, students, and community members.</p> <p><input type="checkbox"/> <b>Workforce Data Review:</b> There is ongoing, systematic examination of workforce trends and needs to ensure the institution's focus addresses these.</p> <p><input type="checkbox"/> <b>Institutional Research Agenda:</b> A well-developed institutional research agenda is used, reflected on, and updated on an ongoing basis.</p> <p><b>Cultural Dimensions</b></p> <p><input type="checkbox"/> <b>Shared Responsibility for Outcomes &amp; Impact:</b> There is systematic focus on building a culture of inquiry, shared ownership of outcomes, and an environment of positive accountability.</p>

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4.1: Reflecting on the Strengths of Our Strategies and Approaches (continued)

<p><b>ORGANIZATIONAL POLICIES &amp; PRACTICES</b> Data &amp; Evaluation (continued)</p>	<p><b>1</b> <b>Absent, Minimally Present, or Exploring</b></p> <p><b>Robust Notions of Student Success:</b> Campus uses a limited conception of student success and primarily quantitative dimensions.</p> <p><b>Use of Disaggregated Data:</b> Disaggregated data is gathered and reported on students by mandated categories only.</p> <p><b>Training for Effective Data Use:</b> Faculty and staff have no/minimal training to use data meaningfully.</p>	<p><b>2</b> <b>Emerging</b> (the areas are being built/developed)</p> <p><b>Robust Notions of Student Success:</b> Beginning to broaden conceptions of student success and expand indicators to include qualitative and quantitative ones.</p> <p><b>Use of Disaggregated Data:</b> Beginning to develop processes for gathering &amp; examining multiple levels of disaggregated data.</p> <p><b>Training for Effective Data Use:</b> Beginning to expand training offered to faculty &amp; staff to use data meaningfully.</p>	<p><b>3</b> <b>Skilled</b> (the areas are being implemented with some success)</p> <p><b>Robust Notions of Student Success:</b> Broader conceptions of student success are in place along with qualitative and quantitative indicators.</p> <p><b>Use of Disaggregated Data:</b> Processes qualitative and quantitative for gathering &amp; examining multiple levels of disaggregated data.</p> <p><b>Training for Effective Data Use:</b> Expanded training offerings are in place to support faculty &amp; staff in using data meaningfully</p>	<p><b>4</b> <b>Exemplar</b> (the institution is engaged in cycles of reflection on the areas with data that shows high quality)</p> <p><b>Robust Notions of Student Success:</b> Campus uses a broad conception of student success, as well as multiple and varied assessment methods comprised of quantitative and qualitative dimensions (including academic outcomes, opportunity-to-learn/access data, and student voice).</p> <p><b>Use of Disaggregated Data:</b> Disaggregated data on students by race, income, gender, language, special education status, and other key demographic factors is gathered, reported on in usable ways, and used routinely.</p> <p><b>Training for Effective Data Use:</b> There is high-quality, ongoing training for faculty and staff to use data meaningfully, with a focus on the impacts on vulnerable students and the implications for programs and the institution.</p>
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4.1: Reflecting on the Strengths of Our Strategies and Approaches (continued)

ORGANIZATIONAL POLICIES & PRACTICES	1 Absent, Minimally Present, or Exploring	2 Emerging (the areas are being built/developed)	3 Skilled (the areas are being implemented with some success)	4 Exemplar (the institution is engaged in cycles of reflection on the areas with data that shows high quality)
<p><b>Human Resources</b></p>	<p><b>Structural Dimensions</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Hiring Process Aligned with Institutional Goals:</b> It is unclear and there are no reflection processes to determine whether the hiring process is grounded in the institution's vision for faculty and staff; and/or the institution has no clearly articulated vision for faculty and staff.</li> <li><input type="checkbox"/> <b>Reflection on Hiring Process:</b> minimal/no reflection on the priorities, process, and structure of the hiring committee.</li> <li><input type="checkbox"/> <b>Tenure Review:</b> Limited/no reflection on the tenure review process.</li> <li><input type="checkbox"/> <b>Robust Professional Learning:</b> <ul style="list-style-type: none"> <li>o Is not prioritized and/or there are no clear plans</li> <li>o Little/no encouragement of staff and faculty use</li> <li>o Limited/no processes to provide resources</li> <li>o Limited/no attention to degree of alignment with teaching and learning/curriculum &amp; instruction, and support service goals</li> </ul> </li> </ul>	<p><b>Structural Dimensions</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Hiring Process Aligned with Institutional Goals:</b> Reflection processes being developed to determine the degree to which the hiring process is grounded in the institution's vision for faculty and staff.</li> <li><input type="checkbox"/> <b>Reflection on Hiring Process:</b> Processes being developed to reflect on the priorities, process, and/or structure of the hiring committee.</li> <li><input type="checkbox"/> <b>Tenure Review:</b> Processes being developed to reflect on the tenure review process.</li> <li><input type="checkbox"/> <b>Robust Professional Learning:</b> <ul style="list-style-type: none"> <li>o Is beginning to be prioritized; early plans being developed</li> <li>o Some encouragement of staff and faculty use</li> <li>o Developing processes to ensure resources</li> <li>o Beginning alignment with teaching and learning/curriculum &amp; instruction, and support service goals</li> </ul> </li> </ul>	<p><b>Structural Dimensions</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Hiring Process Aligned with Institutional Goals:</b> Reflection processes exist and are used to determine the degree to which the hiring process is grounded in the institution's vision for faculty and staff.</li> <li><input type="checkbox"/> <b>Reflection on Hiring Process:</b> Processes exist and are used to reflect on the priorities, process, and structure of the hiring committee.</li> <li><input type="checkbox"/> <b>Tenure Review:</b> Processes exist and are used to reflect on the tenure review process.</li> <li><input type="checkbox"/> <b>Robust Professional Learning:</b> <ul style="list-style-type: none"> <li>o Prioritized by many and plans have been developed</li> <li>o Strong encouragement of staff and faculty use</li> <li>o Resources are being allocated to support it</li> <li>o Nearly all aligned with teaching and learning/curriculum &amp; instruction, and support service goals</li> </ul> </li> </ul>	<p><b>Structural Dimensions</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Hiring Process Aligned with Institutional Goals:</b> Hiring process is explicitly grounded in the institution's campus-wide vision for high-quality, culturally responsive, and representative faculty and staff.</li> <li><input type="checkbox"/> <b>Reflection on Hiring Process:</b> Deep and cyclical reflection on the priorities, process, and structure of the hiring committee with attention to building a diverse, representative candidate pool.</li> <li><input type="checkbox"/> <b>Tenure Review:</b> Ongoing cyclical reflection on the tenure review process and its impact on the institution's vision for faculty and staff make-up, as well as ensuring alignment with the institution's overall vision and values.</li> <li><input type="checkbox"/> <b>Robust Professional Learning:</b> <ul style="list-style-type: none"> <li>o Comprehensive planning and ubiquitous prioritization</li> <li>o Strong staff and faculty use</li> <li>o Processes exist to ensure adequate resources</li> </ul> </li> </ul>

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4.1: Reflecting on the Strengths of Our Strategies and Approaches (continued)

<p><b>ORGANIZATIONAL POLICIES &amp; PRACTICES</b></p> <p>Human Resources (continued)</p>	<p><b>1 Absent, Minimally Present, or Exploring</b></p> <p><b>Cultural Dimensions</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Hiring Criteria:</b> Hiring for primarily content expertise.</li> <li><input type="checkbox"/> <b>Hiring Committee Representation:</b> Little/no attention hiring committee representation.</li> <li><input type="checkbox"/> <b>Professional Learning Planning:</b> Limited/no clear professional development planning.</li> </ul>	<p><b>2 Emerging</b> (the areas are being built/developed)</p> <p><b>Cultural Dimensions</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Hiring Criteria:</b> Developing plans to expand criteria to include both content and pedagogical expertise.</li> <li><input type="checkbox"/> <b>Hiring Committee Representation:</b> Developing structures to reflect on hiring committee representation and selection process.</li> <li><input type="checkbox"/> <b>Professional Learning Planning:</b> Developing professional development plans to promote cultural responsiveness.</li> </ul>	<p><b>3 Skilled</b> (the areas are being implemented with some success)</p> <p><b>Cultural Dimensions</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Hiring Criteria:</b> Beginning to expand criteria to include both content and pedagogical expertise.</li> <li><input type="checkbox"/> <b>Hiring Committee Representation:</b> Using structures to reflect on hiring committee representation and selection process.</li> <li><input type="checkbox"/> <b>Professional Learning Planning:</b> Professional development plans used to promote cultural responsiveness.</li> </ul>	<p><b>4 Exemplar</b> (the institution is engaged in cycles of reflection on the areas with data that shows high quality)</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Comprehensive alignment with teaching and learning/curriculum &amp; instruction, and support service goals</li> </ul> <p><b>Cultural Dimensions</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Hiring Criteria:</b> Hiring for content and pedagogical expertise, specifically in meeting the learning needs of students who have historically struggled and often been underserved by their educational experiences (especially students of color, low-income students, special education students, language minorities, and first-time college-goers).</li> <li><input type="checkbox"/> <b>Hiring Committee Representation:</b> Diverse hiring committee representation with systematic attention to hiring committee selection process.</li> <li><input type="checkbox"/> <b>Professional Learning Planning:</b> Professional development promotes cultural proficiency skills, knowledge development of student learning styles and cultural differences, reflection on personal practice and its impact, and peer learning and support.</li> </ul>
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4.1: Reflecting on the Strengths of Our Strategies and Approaches (continued)

<p><b>CAMPUS ENVIRONMENT &amp; POLITICAL CLIMATE</b></p>	<p><b>1</b> <b>Absent, Minimally Present, or Exploring</b></p>	<p><b>2</b> <b>Emerging</b> (the areas are being built/developed)</p>	<p><b>3</b> <b>Skilled</b> (the areas are being implemented with some success)</p>	<p><b>4</b> <b>Exemplar</b> (the institution is engaged in cycles of reflection on the areas with data that shows high quality)</p>
<p><b>Reflection on Campus Climate, Culture, Norms, Values, &amp; History</b></p>	<p><b>Structural Dimensions</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Structures for Reflection:</b> No/minimal structures exist to promote reflection on how the campus' organizational principles and values are being operationalized.</li> </ul> <p><b>Cultural Dimensions</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Dialogue Processes:</b> The institution has few/no processes for the campus community to engage in dialogue about their history addressing issues related to the success of historically marginalized students. This area may not be viewed by the leadership as a priority.</li> <li><input type="checkbox"/> <b>Positive &amp; Welcoming Culture:</b> The institution has few/no processes to cultivate a culture of transparency, honesty, and dialogue as a priority in building the campus climate.</li> <li><input type="checkbox"/> <b>Promotion of Shared Ownership:</b> The campus does not/rarely promotes ownership and investment in reflection and learning.</li> </ul>	<p><b>Structural Dimensions</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Structures for Reflection:</b> Structures are being developed to promote reflection on how the campus' organizational principles and values are being operationalized.</li> </ul> <p><b>Cultural Dimensions</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Dialogue Processes:</b> Processes are being developed for the campus community to engage in dialogue about their history of addressing issues related to the success of historically marginalized students.</li> <li><input type="checkbox"/> <b>Positive &amp; Welcoming Culture:</b> Processes are being developed to cultivate a culture of transparency, honesty, and dialogue as a priority in building the campus climate.</li> <li><input type="checkbox"/> <b>Promotion of Shared Ownership:</b> The campus is building processes and approaches to promote ownership and investment in reflection and learning.</li> </ul>	<p><b>Structural Dimensions</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Structures for Reflection:</b> Structures are used to promote reflection on how the campus' organizational principles and values are being operationalized.</li> </ul> <p><b>Cultural Dimensions</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Dialogue Processes:</b> Processes are used for the campus community to engage in dialogue about their history of addressing issues related to the success of historically marginalized students.</li> <li><input type="checkbox"/> <b>Positive &amp; Welcoming Culture:</b> Processes are used to cultivate a culture of transparency, honesty, and dialogue as a priority in building the campus climate.</li> <li><input type="checkbox"/> <b>Promotion of Shared Ownership:</b> The campus uses processes and approaches to promote ownership and investment in reflection and learning.</li> </ul>	<p><b>Structural Dimensions</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Structures for Reflection:</b> Effective structures are used for leadership, faculty, and staff teams to cyclically reflect on how the campus' organizational principles and values are being operationalized and any course corrections needed.</li> </ul> <p><b>Cultural Dimensions</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Dialogue Processes:</b> The institution uses ongoing effective processes for the campus community to engage in reflective dialogue about their history of identifying and addressing issues related to the success of historically marginalized students, inclusion efforts, ethnic and race relations, tensions, and opportunities for deeper mutual understanding and collaboration (e.g., through faculty meetings, campus groups, team planning meetings, etc. ).</li> <li><input type="checkbox"/> <b>Positive &amp; Welcoming Culture:</b> The institution uses effective processes to cultivate a culture of transparency, honesty, and compassionate dialogue as a priority in building a welcoming &amp; supportive campus climate.</li> </ul>

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4.1: Reflecting on the Strengths of Our Strategies and Approaches (continued)

<p><b>CAMPUS ENVIRONMENT &amp; POLITICAL CLIMATE</b></p> <p>Reflection on Campus Climate, Culture, Norms, Values, &amp; History (continued)</p>	<p><b>1</b> <b>Absent, Minimally Present, or Exploring</b></p>	<p><b>2</b> <b>Emerging</b> (the areas are being built/developed)</p>	<p><b>3</b> <b>Skilled</b> (the areas are being implemented with some success)</p>	<p><b>4</b> <b>Exemplar</b> (the institution is engaged in cycles of reflection on the areas with data that shows high quality)</p>
<p><b>Reflection on Community &amp; Political Context and Implications for the Institution</b></p>	<p><b>Structural Dimensions</b> Leadership teams have few/no structures to reflect on the following: <input type="checkbox"/> <b>Reflection on Trends:</b> Institutional and community statistics and demographic trends and changes, and implications for the institution's functioning. <input type="checkbox"/> <b>Reflection on History of Equity &amp; Improvement Efforts:</b> The history of the institution's improvement efforts, particularly as they relate to a focus on equity. <input type="checkbox"/> <b>Reflection on Political Context:</b> The state and national political context as they relate to advancing an equity agenda.</p>	<p><b>Structural Dimensions</b> Leadership teams are building structures to reflect on the following: <input type="checkbox"/> <b>Reflection on Trends:</b> Institutional and community statistics and demographic trends and changes, and implications for the institution's functioning. <input type="checkbox"/> <b>Reflection on History of Equity &amp; Improvement Efforts:</b> The history of the institution's improvement efforts, particularly as they relate to a focus on equity. <input type="checkbox"/> <b>Reflection on Political Context:</b> The state and national political context as they relate to advancing an equity agenda.</p>	<p><b>Structural Dimensions</b> Leadership teams are using structures to reflect on the following: <input type="checkbox"/> <b>Reflection on Trends:</b> Institutional and community statistics and demographic trends and changes, and implications for the institution's functioning. <input type="checkbox"/> <b>Reflection on History of Equity &amp; Improvement Efforts:</b> The history of the institution's improvement efforts, particularly as they relate to a focus on equity. <input type="checkbox"/> <b>Reflection on Political Context:</b> The state and national political context as they relate to advancing an equity agenda.</p>	<p><b>Structural Dimensions</b> Leadership teams use effective, robust structures to cyclically reflect on the following and take appropriate action: <input type="checkbox"/> <b>Reflection on Trends:</b> Institutional and community statistics and demographic trends and changes, and implications for the institution's functioning; <input type="checkbox"/> <b>Reflection on History of Equity &amp; Improvement Efforts:</b> The history of the institution's improvement efforts, particularly as they relate to a focus on equity. <input type="checkbox"/> <b>Reflection on Political Context:</b> The state and national political context as they relate to advancing an equity agenda.</p>

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4.1: Reflecting on the Strengths of Our Strategies and Approaches (continued)

<p><b>CAMPUS ENVIRONMENT &amp; POLITICAL CLIMATE</b></p>	<p><b>1 Absent, Minimally Present, or Exploring</b></p>	<p><b>2 Emerging</b> (the areas are being built/developed)</p>	<p><b>3 Skilled</b> (the areas are being implemented with some success)</p>	<p><b>4 Exemplar</b> (the institution is engaged in cycles of reflection on the areas with data that shows high quality)</p>
<p>Reflection on Community &amp; Political Context and Implications for the Institution (continued)</p>	<p><input type="checkbox"/> <b>Reflection on Community Partnerships:</b> Partnerships with local businesses, workforce investment boards, civic associations, local government, and other key community groups.</p> <p><b>Cultural Dimensions</b></p> <p><input type="checkbox"/> <b>Power &amp; Influence:</b> The reflection processes rarely/do not include examining the relative power and influence of historically marginalized groups in the campus' functioning.</p> <p><input type="checkbox"/> <b>Tapping Local Knowledge:</b> Leadership rarely/never taps the knowledge and resources of a representative group of the community's social, cultural and political capital.</p> <p><input type="checkbox"/> <b>Quality of Partnerships:</b> Campus leadership rarely/never reflects on the quality of partnerships with key community businesses, associations, and groups.</p>	<p><input type="checkbox"/> <b>Reflection on Community Partnerships:</b> Partnerships with local businesses, workforce investment boards, civic associations, local government, and other key community groups.</p> <p><b>Cultural Dimensions</b></p> <p><input type="checkbox"/> <b>Power &amp; Influence:</b> Reflection processes are being created to include examining the relative power and influence of historically marginalized groups in the campus' functioning.</p> <p><input type="checkbox"/> <b>Tapping Local Knowledge:</b> Leadership is developing processes to regularly tap the knowledge and resources of a representative group of the community's social, cultural, and political capital.</p> <p><input type="checkbox"/> <b>Quality of Partnerships:</b> Campus leadership is developing processes to regularly reflect on the quality of partnerships with key community businesses, associations, and groups.</p>	<p><input type="checkbox"/> <b>Reflection on Community Partnerships:</b> Partnerships with local businesses, workforce investment boards, civic associations, local government, and other key community groups.</p> <p><b>Cultural Dimensions</b></p> <p><input type="checkbox"/> <b>Power &amp; Influence:</b> The reflection processes rarely/do not include examining the relative power and influence of historically marginalized groups in the campus' functioning.</p> <p><input type="checkbox"/> <b>Tapping Local Knowledge:</b> Leadership rarely/never taps the knowledge and resources of a representative group of the community's social, cultural, and political capital.</p> <p><input type="checkbox"/> <b>Quality of Partnerships:</b> Campus leadership rarely/never reflects on the quality of partnerships with key community businesses, associations, and groups.</p>	<p><input type="checkbox"/> <b>Reflection on Community Partnerships:</b> Partnerships with local businesses, workforce investment boards, civic associations, local government, and other key community groups.</p> <p><b>Cultural Dimensions</b></p> <p><input type="checkbox"/> <b>Power &amp; Influence:</b> The reflection processes include examining the relative power and influence of historically marginalized groups in the campus' functioning.</p> <p><input type="checkbox"/> <b>Tapping Local Knowledge:</b> Leadership regularly and meaningfully taps the knowledge and resources of a diverse and representative group of the community's social, cultural, and political capital.</p> <p><input type="checkbox"/> <b>Quality of Partnerships:</b> Campus leadership regularly reflects on the quality of partnerships with key community businesses, associations, and groups.</p>

4.1: Reflecting on the Strengths of Our Strategies and Approaches (continued)

<p><b>CAMPUS ENVIRONMENT &amp; POLITICAL CLIMATE</b></p> <p><b>Communication Systems</b></p>	<p><b>1</b> <b>Absent, Minimally Present, or Exploring</b></p> <p><b>Structural Dimensions</b> Communication systems are minimal / non-existent in the following areas:  <input type="checkbox"/> <b>Vertical &amp; Horizontal Communication</b>  <b>Systems:</b> Bottom-up and top-down communication mechanisms, and cross-department systems (e.g., between instruction and student supports).  <input type="checkbox"/> <b>Feedback &amp; Input Mechanisms:</b> Feedback and input mechanisms for student voice, community perspectives, staff, and faculty.  <input type="checkbox"/> <b>Communication Included in Planning &amp; Reflection Cycles:</b> How information is communicated and constituent groups are involved as an intentional part of the institution's culture and how planning is implemented.</p>	<p><b>2</b> <b>Emerging</b> (the areas are being built/developed)</p> <p><b>Structural Dimensions</b> Communication systems are being built in the following areas:  <input type="checkbox"/> <b>Vertical &amp; Horizontal Communication</b>  <b>Systems:</b> Bottom-up and top-down communication mechanisms, and cross-department systems (e.g., between instruction and student supports).  <input type="checkbox"/> <b>Feedback &amp; Input Mechanisms:</b> Feedback and input mechanisms for student voice, community perspectives, staff, and faculty.  <input type="checkbox"/> <b>Communication Included in Planning &amp; Reflection Cycles:</b> How information is communicated and constituent groups are involved as an intentional part of the institution's culture and how planning is implemented.</p>	<p><b>3</b> <b>Skilled</b> (the areas are being implemented with some success)</p> <p><b>Structural Dimensions</b> Communication systems are being used in the following areas:  <input type="checkbox"/> <b>Vertical &amp; Horizontal Communication</b>  <b>Systems:</b> Bottom-up and top-down communication mechanisms, and cross-department systems (e.g., between instruction and student supports).  <input type="checkbox"/> <b>Feedback &amp; Input Mechanisms:</b> Feedback and input mechanisms for student voice, community perspectives, staff, and faculty.  <input type="checkbox"/> <b>Communication Included in Planning &amp; Reflection Cycles:</b> How information is communicated and constituent groups are involved as an intentional part of the institution's culture and how planning is implemented.</p>	<p><b>4</b> <b>Exemplar</b> (the institution is engaged in cycles of reflection on the areas with data that shows high quality)</p> <p><b>Structural Dimensions</b> Effective communication systems are used throughout the institution to keep faculty, staff, and students abreast and engaged with all areas in this tool, including:  <input type="checkbox"/> <b>Vertical &amp; Horizontal Communication</b>  <b>Systems:</b> Communication systems include bottom-up and top-down mechanisms, as well as cross-department systems (e.g., between instruction and student supports).  <input type="checkbox"/> <b>Feedback &amp; Input Mechanisms:</b> The institution uses robust feedback and input mechanisms for student voice, community perspectives, staff, and faculty.  <input type="checkbox"/> <b>Communication Included in Planning &amp; Reflection Cycles:</b> Attention to how information is communicated and constituent groups are involved is a regular part of the institution's culture and how planning is implemented.</p>
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4.1: Reflecting on the Strengths of Our Strategies and Approaches (continued)

<p><b>CAMPUS ENVIRONMENT &amp; POLITICAL CLIMATE</b></p>	<p><b>1 Absent, Minimally Present, or Exploring</b></p>	<p><b>2 Emerging</b> (the areas are being built/developed)</p>	<p><b>3 Skilled</b> (the areas are being implemented with some success)</p>	<p><b>4 Exemplar</b> (the institution is engaged in cycles of reflection on the areas with data that shows high quality)</p>
<p><b>Communication Systems (continued)</b></p>	<p><b>Cultural Dimensions</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Student, Faculty, and Staff Voice:</b> Campus leadership teams rarely/never utilize student, faculty, and staff voice and engagement as a strategy for improving the climate and functioning of the institution.</li> <li><input type="checkbox"/> <b>Relationship Building:</b> There is minimal/no relationship building and enhancement of trust through communication systems.</li> <li><input type="checkbox"/> <b>Oral vs. Written Communication:</b> Minimal/no attention is paid to ensure balance of oral, written, and electronic communication.</li> </ul>	<p><b>Cultural Dimensions</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Student, Faculty, and Staff Voice:</b> Campus leadership teams are developing systems to regularly utilize student, faculty, and staff voice and engagement as a strategy for improving the climate and functioning of the institution.</li> <li><input type="checkbox"/> <b>Relationship Building:</b> Processes are being developed to focus on relationship building and enhancement of trust through communication systems.</li> <li><input type="checkbox"/> <b>Oral vs. Written Communication:</b> Processes are being developed to ensure balance of oral, written, and electronic communication.</li> </ul>	<p><b>Cultural Dimensions</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Student, Faculty, and Staff Voice:</b> Campus leadership teams are using systems to regularly utilize student, faculty, and staff voice and engagement as a strategy for improving the climate and functioning of the institution.</li> <li><input type="checkbox"/> <b>Relationship Building:</b> Processes are being used to focus on relationship building and enhancement of trust through communication systems.</li> <li><input type="checkbox"/> <b>Oral vs. Written Communication:</b> Processes are being used to ensure balance of oral, written, and electronic communication.</li> </ul>	<p><b>Cultural Dimensions</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Student, Faculty, and Staff Voice:</b> Campus leadership teams regularly utilize authentic student, faculty, and staff voice and engagement as a key strategy for improving the climate and functioning of the institution.</li> <li><input type="checkbox"/> <b>Relationship Building:</b> There is active relationship building and enhancement of trust through robust, transparent communication systems.</li> <li><input type="checkbox"/> <b>Oral vs. Written Communication:</b> Deep attention is paid to ensure appropriate balance of oral, written, and electronic communication.</li> </ul>
<p><b>Facilities</b></p>	<p><b>Structural Dimensions</b></p> <p>Minimal/no attention is paid to how various stakeholders experience the physical campus in the following areas:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Visual Layout</b> of the campus and mapping.</li> <li><input type="checkbox"/> <b>Signage and Aesthetics.</b></li> </ul>	<p><b>Structural Dimensions</b></p> <p>Structures and systems are being built to regularly determine how various stakeholders experience the physical campus in the following areas:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Visual Layout</b> of the campus and mapping.</li> <li><input type="checkbox"/> <b>Signage and Aesthetics.</b></li> </ul>	<p><b>Structural Dimensions</b></p> <p>Structures and systems are being used to regularly determine how various stakeholders experience the physical campus in the following areas:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Visual Layout</b> of the campus and mapping.</li> </ul>	<p><b>Structural Dimensions</b></p> <p>Systematic, cyclical, and thoughtful attention is paid to how various stakeholders experience the physical campus, with a focus on ensuring supportive experiences for vulnerable students, including:</p>

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4.1: Reflecting on the Strengths of Our Strategies and Approaches (continued)

<p><b>CAMPUS ENVIRONMENT &amp; POLITICAL CLIMATE</b></p>	<p><b>1</b> <b>Absent, Minimally Present, or Exploring</b></p>	<p><b>2</b> <b>Emerging</b> (the areas are being built/developed)</p>	<p><b>3</b> <b>Skilled</b> (the areas are being implemented with some success)</p>	<p><b>4</b> <b>Exemplar</b> (the institution is engaged in cycles of reflection on the areas with data that shows high quality)</p>
<p>Facilities (continued)</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Office and Classroom Assignments (with a focus on Basic Skills/ remedial students, English learners, students with disabilities, and other groups that are frequently marginalized).</li> <li><input type="checkbox"/> Parking.</li> <li><input type="checkbox"/> Campus Security.</li> </ul> <p><b>Cultural Dimensions</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Vulnerable Groups' Experience: Planning, improvement, and reflection processes rarely/never include inquiry on how vulnerable students (and parents/ families &amp; community members from these ethnic, income, language, and other groups), experience the campus.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Office and Classroom Assignments (with a focus on Basic Skills/ remedial students, English learners, students with disabilities, and other groups that are frequently marginalized).</li> <li><input type="checkbox"/> Parking.</li> <li><input type="checkbox"/> Campus Security.</li> </ul> <p><b>Cultural Dimensions</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Vulnerable Groups' Experience: Planning, improvement, and reflection processes are being enhanced to include inquiry on how vulnerable students (and parents/ families &amp; community members from these ethnic, income, language, and other groups), experience the campus.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Signage and Aesthetics.</li> <li><input type="checkbox"/> Office and Classroom Assignments (with a focus on Basic Skills/ remedial students, English learners, students with disabilities, and other groups that are frequently marginalized).</li> <li><input type="checkbox"/> Parking.</li> <li><input type="checkbox"/> Campus Security.</li> </ul> <p><b>Cultural Dimensions</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Vulnerable Groups' Experience: Planning, improvement, and reflection processes include inquiry on how vulnerable students (and parents/ families &amp; community members from these ethnic, income, language, and other groups), experience the campus.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Visual Layout of the campus and mapping.</li> <li><input type="checkbox"/> Signage and Aesthetics.</li> <li><input type="checkbox"/> Office and Classroom Assignments (with a focus on Basic Skills/ remedial students, English learners, students with disabilities, and other groups that are frequently marginalized).</li> <li><input type="checkbox"/> Parking.</li> <li><input type="checkbox"/> Campus Security.</li> </ul> <p><b>Cultural Dimensions</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Vulnerable Groups' Experience: Planning, improvement, and reflection processes include explicit inquiry and action on how vulnerable students (and parents/ families &amp; community members from these ethnic, income, language, and other groups), experience the campus.</li> </ul>

4.1: Reflecting on the Strengths of Our Strategies and Approaches (continued)

<p><b>ORGANIZATIONAL POLICIES &amp; PRACTICES</b></p>	<p><b>1</b> <b>Absent, Minimally Present, or Exploring</b></p>	<p><b>2</b> <b>Emerging</b> (the areas are being built/developed)</p>	<p><b>3</b> <b>Skilled</b> (the areas are being implemented with some success)</p>	<p><b>4</b> <b>Exemplar</b> (the institution is engaged in cycles of reflection on the areas with data that shows high quality)</p>
<p><b>Engaging with Student Groups</b></p>	<p><b>Structural Dimensions</b> Campus leadership uses minimal/no structures to support:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Engagement with Student Groups:</b> Engage with representative student groups on campus as meaningful partners.</li> <li><input type="checkbox"/> <b>Incorporation of Student Groups' Analyses:</b> Incorporate their perspectives, analyses, and feedback about campus policies and practices into ongoing institutional planning, reflection processes, and improvement efforts.</li> </ul> <p><b>Cultural Dimensions</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Self-Reflection &amp; Skill-Building in Engaging with Students:</b> Leadership, faculty, and staff engage in minimal/no self-reflection and skill building on how to engage with student groups.</li> </ul>	<p><b>Structural Dimensions</b> Campus leadership is building structures to support:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Engagement with Student Groups:</b> Engage with representative student groups on campus as meaningful partners.</li> <li><input type="checkbox"/> <b>Incorporation of Student Groups' Analyses:</b> Incorporate their perspectives, analyses, and feedback about campus policies and practices into ongoing institutional planning, reflection processes, and improvement efforts.</li> </ul> <p><b>Cultural Dimensions</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Self-Reflection &amp; Skill-Building in Engaging with Students:</b> Leadership, faculty, and staff are creating processes for self-reflection and skill building on how to engage with student groups.</li> </ul>	<p><b>Structural Dimensions</b> Campus leadership is using structures to support:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Engagement with Student Groups:</b> Engage with representative student groups on campus as meaningful partners.</li> <li><input type="checkbox"/> <b>Incorporation of Student Groups' Analyses:</b> Incorporate their perspectives, analyses, and feedback about campus policies and practices into ongoing institutional planning, reflection processes, and improvement efforts.</li> </ul> <p><b>Cultural Dimensions</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Self-Reflection &amp; Skill-Building in Engaging with Students:</b> Leadership, faculty, and staff use processes for self-reflection and skill building on how to engage with student groups.</li> </ul>	<p><b>Structural Dimensions</b> Campus leadership uses thoughtful and robust structures to support:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Engagement with Student Groups:</b> Engage with representative student groups on campus as meaningful partners.</li> <li><input type="checkbox"/> <b>Incorporation of Student Groups' Analyses:</b> Incorporate their perspectives, analyses, and feedback about campus policies and practices into ongoing institutional planning, reflection processes, and improvement efforts.</li> </ul> <p><b>Cultural Dimensions</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Self-Reflection &amp; Skill-Building in Engaging with Students:</b> Leadership, faculty, and staff engage in ongoing, structured, effective self-reflection and skill building on how to respectfully engage in dialogue with student groups particularly those with different communication styles and ways of speaking.</li> </ul>

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### 4.1: Reflecting on the Strengths of Our Strategies and Approaches (continued)

<p><b>ORGANIZATIONAL POLICIES &amp; PRACTICES</b></p> <p>Engaging with Student Groups (continued)</p>	<p><b>1</b> <b>Absent, Minimally Present, or Exploring</b></p>	<p><b>2</b> <b>Emerging</b> (the areas are being built/developed)</p>	<p><b>3</b> <b>Skilled</b> (the areas are being implemented with some success)</p>	<p><b>4</b> <b>Exemplar</b> (the institution is engaged in cycles of reflection on the areas with data that shows high quality)</p>
<p><input type="checkbox"/> <b>Leadership Development Support for Students:</b> Minimal/no leadership development opportunities exist to support students in building their skills in understanding campus functioning, effective participation on teams, in planning processes, etc.</p> <p><input type="checkbox"/> <b>Leadership Development Support for Students:</b> Leadership development opportunities are being developed to support students in building their skills in understanding campus functioning, effective participation on teams, in planning processes, etc.</p> <p><input type="checkbox"/> <b>Leadership Development Support for Students:</b> Leadership development opportunities exist to support students in building their skills in understanding campus functioning, effective participation on teams, in planning processes, etc.</p> <p><input type="checkbox"/> <b>Leadership Development Support for Students:</b> Strong leadership development opportunities support students in building their skills in understanding campus functioning, effective participation on teams, in planning processes, etc.</p>				

4.1: Reflecting on the Strengths of Our Strategies and Approaches (continued)

ACCESS, SUPPORTS, and OPPORTUNITIES	1 Absent, Minimally Present, or Exploring	2 Emerging (the areas are being built/developed)	3 Skilled (the areas are being implemented with some success)	4 Exemplar (the institution is engaged in cycles of reflection on the areas with data that shows high quality)
<p><b>Outreach</b></p>	<p><b>Structural Dimensions</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Demographically Appropriate Outreach:</b> Outreach is sporadic and uses only easily accessible recruitment channels.</li> <li><input type="checkbox"/> <b>Alignment with K-12 &amp; Business Community:</b> There is limited/no attention to aligning with K-12 systems and the business community.</li> </ul> <p><b>Cultural Dimensions</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Culturally Responsive Outreach:</b> Outreach strategies never/rarely include reflection on the life circumstances of potential students of color, low-income students, and first-time college-goers and how they may need to be reached (e.g., language use, location, etc.)</li> <li><input type="checkbox"/> <b>Representative Community Partnerships to Support Outreach:</b> Limited/no attention is paid to building and maintaining relationships with multi-ethnic, religious, and other community institutions.</li> </ul>	<p><b>Structural Dimensions</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Demographically Appropriate Outreach:</b> Outreach channels are being developed to respond to changing community demographics and needs.</li> <li><input type="checkbox"/> <b>Alignment with K-12 &amp; Business Community:</b> Processes are being developed for aligning with K-12 systems and the business community.</li> </ul> <p><b>Cultural Dimensions</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Culturally Responsive Outreach:</b> Outreach strategies are being developed to include reflection on the life circumstances of potential students of color, low-income students, and first-time college-goers and how they may need to be reached (e.g., language use, location, etc.)</li> <li><input type="checkbox"/> <b>Representative Community Partnerships to Support Outreach:</b> Strategies are being developed to build and maintain relationships with multi-ethnic, religious, and other community institutions.</li> </ul>	<p><b>Structural Dimensions</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Demographically Appropriate Outreach:</b> Outreach channels are being used to respond to changing community demographics and needs.</li> <li><input type="checkbox"/> <b>Alignment with K-12 &amp; Business Community:</b> Processes are being used to align with K-12 systems and the business community.</li> </ul> <p><b>Cultural Dimensions</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Culturally Responsive Outreach:</b> Outreach strategies are being used to include reflection on the life circumstances of potential students of color, low-income students, and first-time college-goers and how they may need to be reached (e.g., language use, location, etc.)</li> <li><input type="checkbox"/> <b>Representative Community Partnerships to Support Outreach:</b> Strategies are being used to build and maintain relationships with multi-ethnic, religious, and other community institutions.</li> </ul>	<p><b>Structural Dimensions</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Demographically Appropriate Outreach:</b> Outreach is ongoing and responsive to changing community demographics and needs.</li> <li><input type="checkbox"/> <b>Alignment with K-12 &amp; Business Community:</b> There is proactive, structured, and intentional alignment with K-12 systems and the business community to understand and address their needs.</li> </ul> <p><b>Cultural Dimensions</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Culturally Responsive Outreach:</b> Robust outreach strategies are used with reflection on the life circumstances of potential students of color, low-income students, and first-time college-goers and how they may need to be reached (e.g., language use, location, etc.)</li> <li><input type="checkbox"/> <b>Representative Community Partnerships to Support Outreach:</b> Rigorous attention is paid to building and maintaining relationships with key multi-ethnic, and other varied religious, and other community institutions.</li> </ul>

4.1: Reflecting on the Strengths of Our Strategies and Approaches (continued)

<p><b>ACCESS, SUPPORTS, and OPPORTUNITIES</b></p>	<p><b>1</b> <b>Absent, Minimally Present, or Exploring</b></p> <p><b>Structural Dimensions</b></p> <ul style="list-style-type: none"> <li>Clarity of Admissions Processes: There are only the essential processes for all students; and no/limited feedback is gathered from them on their experience with various aspects of the admissions process.</li> </ul> <p><b>Cultural Dimensions</b></p> <ul style="list-style-type: none"> <li>Support for Vulnerable Students: There is limited/no explicit focus or data gathered on how students of color, low-income students, and first-time college-goers experience the admissions process.</li> </ul>	<p><b>2</b> <b>Emerging</b> (the areas are being built/developed)</p> <p><b>Structural Dimensions</b></p> <ul style="list-style-type: none"> <li>Clarity of Admissions Processes: Processes are being built to ensure that all students experience an effective admissions process, including building systems for regularly gathering data from them on their experience.</li> </ul> <p><b>Cultural Dimensions</b></p> <ul style="list-style-type: none"> <li>Support for Vulnerable Students: Processes are being developed to ensure an explicit focus and gather data on how students of color, low-income students, and first-time college-goers experience the admissions process.</li> </ul>	<p><b>3</b> <b>Skilled</b> (the areas are being implemented with some success)</p> <p><b>Structural Dimensions</b></p> <ul style="list-style-type: none"> <li>Clarity of Admissions Processes: Processes are being used to ensure that all students experience an effective admissions process, including using systems for regularly gathering data from them on their experience.</li> </ul> <p><b>Cultural Dimensions</b></p> <ul style="list-style-type: none"> <li>Support for Vulnerable Students: Processes are being used to ensure an explicit focus and gather data on how students of color, low-income students, and first-time college-goers experience the admissions process.</li> </ul>	<p><b>4</b> <b>Exemplar</b> (the institution is engaged in cycles of reflection on the areas with data that shows high quality)</p> <p><b>Structural Dimensions</b></p> <ul style="list-style-type: none"> <li>Clarity of Admissions Processes: There are clear, understandable, and effective processes for all students (as demonstrated by regularly gathered feedback from them), including regarding assessment, student supports, placement policies, steps to admission, etc.</li> </ul> <p><b>Cultural Dimensions</b></p> <ul style="list-style-type: none"> <li>Support for Vulnerable Students: There is an explicit focus on ensuring that students of color, low-income students, and first-time college-goers have a positive admissions experience, with data regularly gathered from them and reflected on by admissions teams/planners.</li> </ul>
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4.1: Reflecting on the Strengths of Our Strategies and Approaches (continued)

ACCESS, SUPPORTS, and OPPORTUNITIES	1 Absent, Minimally Present, or Exploring	2 Emerging (the areas are being built/developed)	3 Skilled (the areas are being implemented with some success)	4 Exemplar (the institution is engaged in cycles of reflection on the areas with data that shows high quality)
<p><b>Orientation</b></p>	<p><b>Structural Dimensions</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Useful Orientation Process:</b> Minimal/no orientation processes exist.</li> <li><input type="checkbox"/> <b>Methods for Gathering Feedback on Orientation:</b> Minimal/no mechanisms exist for gathering data from cross-sections of students.</li> </ul> <p><b>Cultural Dimensions</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Orientation Support for First-Time College-Goers:</b> Minimal/no strategies exist to help first-time college-goers understand how to navigate the academic, support service, and climate aspects of the campus.</li> <li><input type="checkbox"/> <b>Peer Mentoring:</b> Minimal/no peer mentoring structures exist.</li> <li><input type="checkbox"/> <b>Developing Student Self-Advocacy Skills:</b> Minimal/no support exists for developing student self-advocacy skills.</li> </ul>	<p><b>Structural Dimensions</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Useful Orientation Process:</b> Orientation processes are being built or expanded to be more robust.</li> <li><input type="checkbox"/> <b>Methods for Gathering Feedback on Orientation:</b> Mechanisms are being built to regularly gather data from cross-sections of students.</li> </ul> <p><b>Cultural Dimensions</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Orientation Support for First-Time College-Goers:</b> Strategies are being developed to help first-time college-goers understand how to navigate the academic, support service, and climate aspects of the campus.</li> <li><input type="checkbox"/> <b>Peer Mentoring:</b> Peer mentoring structures are being developed (with attention to the needs of specific racial, gender, language, and other groups).</li> <li><input type="checkbox"/> <b>Developing Student Self-Advocacy Skills:</b> Strategies are being built for developing student self-advocacy skills across ethnic, racial, income, and other groups.</li> </ul>	<p><b>Structural Dimensions</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Useful Orientation Process:</b> Comprehensive orientation processes are being used.</li> <li><input type="checkbox"/> <b>Methods for Gathering Feedback on Orientation:</b> Mechanisms are being used to gather data from cross-sections of students.</li> </ul> <p><b>Cultural Dimensions</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Orientation Support for First-Time College-Goers:</b> Strategies are being used to help first-time college-goers understand how to navigate the academic, support service, and climate aspects of the campus.</li> <li><input type="checkbox"/> <b>Peer Mentoring:</b> Peer mentoring structures are being used (with attention to the needs of specific racial, gender, language, and other groups).</li> <li><input type="checkbox"/> <b>Developing Student Self-Advocacy Skills:</b> Strategies are being used for developing student self-advocacy skills across ethnic, racial, income, and other groups.</li> </ul>	<p><b>Structural Dimensions</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Useful Orientation Process:</b> Effective, high-quality orientation processes are used that all students have access to and find useful.</li> <li><input type="checkbox"/> <b>Methods for Gathering Feedback on Orientation:</b> Effective, regular mechanisms are used for gathering data on the effectiveness and usefulness of orientation, from cross-sections of demographically representative students, and this data is used for continuous improvement.</li> </ul> <p><b>Cultural Dimensions</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Orientation Support for First-Time College-Goers:</b> Effective strategies are used to help first-time college-goers understand how to navigate the academic, support service, and climate aspects of the campus.</li> <li><input type="checkbox"/> <b>Peer Mentoring:</b> Effective peer mentoring structures are used (with attention to the needs of specific racial, gender, language, and other groups).</li> </ul>

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4.1: Reflecting on the Strengths of Our Strategies and Approaches (continued)

ACCESS, SUPPORTS, and OPPORTUNITIES	1 Absent, Minimally Present, or Exploring	2 Emerging (the areas are being built/developed)	3 Skilled (the areas are being implemented with some success)	4 Exemplar (the institution is engaged in cycles of reflection on the areas with data that shows high quality)
Orientation (continued)				<input type="checkbox"/> <b>Developing Student Self-Advocacy Skills:</b> There is effective, structured support for developing self-advocacy skills across all ethnic, racial, income, and other groups.
<b>Academic Supports, Counseling, and Advising</b>	<p><b>Structural Dimensions</b></p> <input type="checkbox"/> <b>Effective Counseling, Advising, and Supports:</b> Limited mechanisms for counseling, advising, and academic supports exist to meet the needs of all students. <input type="checkbox"/> <b>Linkage with Instruction:</b> Counseling, advising, and supports are not clearly or effectively linked with instructional staff and approaches. <p><b>Cultural Dimensions</b></p> <input type="checkbox"/> <b>Strategies for Specific Demographic Groups:</b> Minimal/no strategies are used for specific racial, language, and other groups.	<p><b>Structural Dimensions</b></p> <input type="checkbox"/> <b>Effective Counseling, Advising, and Supports:</b> More robust mechanisms for counseling, advising, and academic supports are being built to meet the needs of all students. <input type="checkbox"/> <b>Linkage with Instruction:</b> Counseling, advising, and supports are being explicitly linked with instructional staff and approaches. <p><b>Cultural Dimensions</b></p> <input type="checkbox"/> <b>Strategies for Specific Demographic Groups:</b> Strategies are being developed or enhanced for specific racial, language, and other groups.	<p><b>Structural Dimensions</b></p> <input type="checkbox"/> <b>Effective Counseling, Advising, and Supports:</b> More robust mechanisms for counseling, advising, and academic supports are being used to meet the needs of all students. <input type="checkbox"/> <b>Linkage with Instruction:</b> Counseling, advising, and supports are explicitly linked with instructional staff and approaches. <p><b>Cultural Dimensions</b></p> <input type="checkbox"/> <b>Strategies for Specific Demographic Groups:</b> Strategies are being used for specific racial, language, and other groups.	<p><b>Structural Dimensions</b></p> <input type="checkbox"/> <b>Effective Counseling, Advising, and Supports:</b> Effective mechanisms for counseling, advising, and academic supports exist to meet the needs of all students, with continuous improvement cycles of reflection. <input type="checkbox"/> <b>Linkage with Instruction:</b> Counseling, advising, and supports are clearly and effectively linked with instructional staff and approaches. <p><b>Cultural Dimensions</b></p> <input type="checkbox"/> <b>Strategies for Specific Demographic Groups:</b> Innovative, effective strategies are used for specific racial, language, and other groups, as needed (e.g., for community colleges in California: Umoja, Puente, etc.).

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### 4.1: Reflecting on the Strengths of Our Strategies and Approaches (continued)

ACCESS, SUPPORTS, and OPPORTUNITIES	1 Absent, Minimally Present, or Exploring	2 Emerging (the areas are being built/developed)	3 Skilled (the areas are being implemented with some success)	4 Exemplar (the institution is engaged in cycles of reflection on the areas with data that shows high quality)
<p>Academic Supports, Counseling, and Advising (continued)</p>	<p><input type="checkbox"/> <b>Cross-Program Collaboration and Learning:</b> Ethnic-specific programs do not/minimally engage in cross-program collaboration to help build a healthy, culturally proficient campus climate.</p> <p><input type="checkbox"/> <b>Reflection on Ethnic-Specific Best Practices in the Institution:</b> Campus leadership rarely/never examines the best practice strategies being used by ethnic-specific programs on the campus to help improve the overall strategies the campus uses.</p>	<p><input type="checkbox"/> <b>Cross-Program Collaboration and Learning:</b> Ethnic-specific programs are developing processes to engage in cross-program collaboration to help build a healthy, culturally proficient campus climate.</p> <p><input type="checkbox"/> <b>Reflection on Ethnic-Specific Best Practices in the Institution:</b> Campus leadership is developing processes to regularly examine best practice strategies being used by ethnic-specific programs on the campus to help improve the overall strategies the campus uses.</p>	<p><input type="checkbox"/> <b>Cross-Program Collaboration and Learning:</b> Ethnic-specific programs have processes for cross-program collaboration to help build a healthy, culturally proficient campus climate.</p> <p><input type="checkbox"/> <b>Reflection on Ethnic-Specific Best Practices in the Institution:</b> Campus leadership is using processes to regularly examine best practice strategies being used by ethnic-specific programs on the campus to help improve the overall strategies the campus uses.</p>	<p><input type="checkbox"/> <b>Cross-Program Collaboration and Learning:</b> Ethnic-specific programs engage in regular cross-program collaboration and support to help build a healthy, culturally proficient campus climate.</p> <p><input type="checkbox"/> <b>Reflection on Ethnic-Specific Best Practices in the Institution:</b> Campus leadership regularly examines the best practice strategies being used by ethnic-specific programs on the campus to help improve the overall strategies the campus uses.</p>
<p>Equipment, Technology, &amp; Infrastructure</p>	<p><b>Structural Dimensions</b></p> <p><input type="checkbox"/> <b>Adequacy of Equipment:</b> Equipment is mostly outdated, inadequate, and not accessible to all students.</p>	<p><b>Structural Dimensions</b></p> <p><input type="checkbox"/> <b>Adequacy of Equipment:</b> Equipment is being updated and made accessible to all students.</p>	<p><b>Structural Dimensions</b></p> <p><input type="checkbox"/> <b>Adequacy of Equipment:</b> Equipment is mostly up-to-date and accessible to all students.</p>	<p><b>Structural Dimensions</b></p> <p><input type="checkbox"/> <b>Adequacy of Equipment:</b> Equipment is up-to-date, adequate for all students' needs, and accessible to all students, and regularly reflected upon to ensure continual adequacy.</p>

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4.1: Reflecting on the Strengths of Our Strategies and Approaches (continued)

<p><b>ACCESS, SUPPORTS, and OPPORTUNITIES</b></p>	<p><b>1</b> <b>Absent, Minimally Present, or Exploring</b></p> <p><b>Cultural Dimensions</b></p> <p><input type="checkbox"/> <b>Resource Distribution:</b> The institution rarely/sporadically/never examines disaggregated data to ensure that resources are distributed in an equitable manner across all student groups with a focus on historically marginalized students.</p>	<p><b>2</b> <b>Emerging</b> (the areas are being built/developed)</p> <p><b>Cultural Dimensions</b></p> <p><input type="checkbox"/> <b>Resource Distribution:</b> The institution is developing processes to examine disaggregated data to ensure that resources are distributed in an equitable manner across all student groups with a focus on historically marginalized students.</p>	<p><b>3</b> <b>Skilled</b> (the areas are being implemented with some success)</p> <p><b>Cultural Dimensions</b></p> <p><input type="checkbox"/> <b>Resource Distribution:</b> The institution is using processes to examine disaggregated data to ensure that resources are distributed in an equitable manner across all student groups with a focus on historically marginalized students.</p>	<p><b>4</b> <b>Exemplar</b> (the institution is engaged in cycles of reflection on the areas with data that shows high quality)</p> <p><b>Cultural Dimensions</b></p> <p><input type="checkbox"/> <b>Resource Distribution:</b> The institution regularly examines and uses disaggregated data to ensure that resources are distributed in an equitable manner across all student groups with a focus on historically marginalized students, to uncover potential inequitable patterns and course correct.</p>
<p><b>Financial Aid</b></p>	<p><b>Structural &amp; Cultural Dimensions</b></p> <p><input type="checkbox"/> <b>Access to Financial Aid:</b> The institution has few/no processes in place to ensure that students with the greatest need can reliably access aid and have supports to assist them in locating options and applying.</p>	<p><b>Structural &amp; Cultural Dimensions</b></p> <p><input type="checkbox"/> <b>Access to Financial Aid:</b> The institution is building processes to ensure that students with the greatest need can reliably access aid and have supports to assist them in locating options and applying.</p>	<p><b>Structural &amp; Cultural Dimensions</b></p> <p><input type="checkbox"/> <b>Access to Financial Aid:</b> The institution is using processes to ensure that students with the greatest need can reliably access aid and have supports to assist them in locating options and applying.</p>	<p><b>Structural &amp; Cultural Dimensions</b></p> <p><input type="checkbox"/> <b>Access to Financial Aid:</b> Students with the greatest need can access aid and have adequate supports to assist them in locating options and applying for support.</p>

### 4.1: Reflecting on the Strengths of Our Strategies and Approaches (continued)

<p><b>ACCESS, SUPPORTS, and OPPORTUNITIES</b></p>	<p><b>1</b> <b>Absent, Minimally Present, or Exploring</b></p>	<p><b>2</b> <b>Emerging</b> (the areas are being built/developed)</p>	<p><b>3</b> <b>Skilled</b> (the areas are being implemented with some success)</p>	<p><b>4</b> <b>Exemplar</b> (the institution is engaged in cycles of reflection on the areas with data that shows high quality)</p>
<p><b>Programs and Initiatives</b> (for example, in California: Basic Skills Initiative, First-Year Experience, etc.)</p>	<p><b>Structural Dimensions</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Pathways for Advancement: Limited/no pathways exist to promote academic advancement and graduation.</li> </ul> <p><b>Cultural Dimensions</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Commitment to Quality Implementation: No/few processes exist to promote commitment and ensure high-quality implementation of integrated strategies and programs.</li> <li><input type="checkbox"/> Collaborative Processes to Support Effective Implementation: Limited collaborative processes and time exist to ensure effective implementation of programs.</li> </ul>	<p><b>Structural Dimensions</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Pathways for Advancement: Pathways are being developed or enhanced to promote academic advancement and graduation.</li> </ul> <p><b>Cultural Dimensions</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Commitment to Quality Implementation: Processes are being built to promote commitment and ensure high-quality implementation of integrated strategies and programs.</li> <li><input type="checkbox"/> Collaborative Processes to Support Effective Implementation: Collaborative processes and time are being built and allocated to ensure effective implementation of programs.</li> </ul>	<p><b>Structural Dimensions</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Pathways for Advancement: Pathways are being used to promote academic advancement and graduation.</li> </ul> <p><b>Cultural Dimensions</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Commitment to Quality Implementation: Processes are being used to promote commitment and ensure high-quality implementation of integrated strategies and programs.</li> <li><input type="checkbox"/> Collaborative Processes to Support Effective Implementation: Collaborative processes and time are being used to ensure effective implementation of programs.</li> </ul>	<p><b>Structural Dimensions</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Pathways for Advancement: Effective pathways exist to promote academic advancement and graduation, and include adequate reflection processes for continuous improvement.</li> </ul> <p><b>Cultural Dimensions</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Commitment to Quality Implementation: Faculty and staff demonstrate commitment and ensure high-quality implementation of integrated strategies and programs.</li> <li><input type="checkbox"/> Collaborative Processes to Support Effective Implementation: Adequate collaborative structures and time (e.g., collaborative planning) ensure effective implementation of programs.</li> </ul>

4.1: Reflecting on the Strengths of Our Strategies and Approaches (continued)

STUDENT OUTCOMES	1 Absent, Minimally Present, or Exploring	2 Emerging (the areas are being built/developed)	3 Skilled (the areas are being implemented with some success)	4 Exemplar (the institution is engaged in cycles of reflection on the areas with data that shows high quality)
<p><b>Course Completion</b></p> <p><b>Advancement from Basic/Developmental/ Remedial Courses</b></p> <p><b>Persistence</b></p> <p><b>Graduation</b></p> <p><b>Transfer</b></p>	<p><b>Structural Dimensions</b></p> <p><input type="checkbox"/> <b>Quantitative Disaggregation Data Use &amp; Categories:</b> Disaggregated quantitative data are collected and distributed primarily or only by mandated categories:</p> <ul style="list-style-type: none"> <li>• Course completion</li> <li>• Advancement from basic/developmental/remedial courses</li> <li>• Persistence</li> <li>• Graduation</li> <li>• Transfer</li> </ul> <p><b>Cultural Dimensions</b></p> <p><input type="checkbox"/> <b>Qualitative Disaggregated Data Use &amp; Categories:</b> Qualitative data are rarely/never collected, reflected on, and acted on alongside quantitative data.</p> <p><input type="checkbox"/> <b>Data Distribution Timing &amp; Usefulness:</b> Disaggregated data are collected by mandated timeframes, and packaged and disseminated according to time frames and formats rarely useful for leadership, faculty, and staff.</p>	<p><b>Structural Dimensions</b></p> <p><input type="checkbox"/> <b>Quantitative Disaggregation Data Use &amp; Categories:</b> Disaggregated quantitative data categories are being expanded and mechanisms are being developed to collect and distribute it according to the demographics of the surrounding community the campus serves, the student body, and historically underserved students:</p> <ul style="list-style-type: none"> <li>• Course completion</li> <li>• Advancement from basic/developmental/remedial courses</li> <li>• Persistence</li> <li>• Graduation</li> <li>• Transfer</li> </ul> <p><b>Cultural Dimensions</b></p> <p><input type="checkbox"/> <b>Qualitative Disaggregated Data Use &amp; Categories:</b> Systems for regularly collecting quantitative data alongside quantitative data are being developed.</p> <p><input type="checkbox"/> <b>Data Distribution Timing &amp; Usefulness:</b> Systems</p>	<p><b>Structural Dimensions</b></p> <p><input type="checkbox"/> <b>Quantitative Disaggregation Data Use &amp; Categories:</b> Disaggregated quantitative data categories are being used to collect and distribute it according to the demographics of the surrounding community the campus serves, the student body, and historically underserved students:</p> <ul style="list-style-type: none"> <li>• Course completion</li> <li>• Advancement from basic/developmental/remedial courses</li> <li>• Persistence</li> <li>• Graduation</li> <li>• Transfer</li> </ul> <p><b>Cultural Dimensions</b></p> <p><input type="checkbox"/> <b>Qualitative Disaggregated Data Use &amp; Categories:</b> Systems for regularly collecting quantitative data are being used.</p> <p><input type="checkbox"/> <b>Data Distribution Timing &amp; Usefulness:</b> Systems are being used for</p>	<p><b>Structural Dimensions</b></p> <p><input type="checkbox"/> <b>Quantitative Disaggregation Data Use &amp; Categories:</b> Disaggregated quantitative data is regularly collected and distributed on the following areas. Disaggregation categories are determined according to the demographics of the surrounding community the campus serves, the student body, and historically underserved students:</p> <ul style="list-style-type: none"> <li>• Course completion</li> <li>• Advancement from basic/developmental/remedial courses</li> <li>• Persistence</li> <li>• Graduation</li> <li>• Transfer</li> </ul> <p><b>Cultural Dimensions</b></p> <p><input type="checkbox"/> <b>Qualitative Disaggregated Data Use &amp; Categories:</b> Qualitative data is regularly collected, reflected on, and acted on alongside quantitative data, and includes student, faculty, and staff surveys; focus groups; interviews; and observations, using</p>

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### 4.1: Reflecting on the Strengths of Our Strategies and Approaches (continued)

STUDENT OUTCOMES	1 Absent, Minimally Present, or Exploring	2 Emerging (the areas are being built/developed)	3 Skilled (the areas are being implemented with some success)	4 Exemplar (the institution is engaged in cycles of reflection on the areas with data that shows high quality)
<p>Course Completion</p> <p>Advancement from Basic/Developmental/ Remedial Courses</p> <p>Persistence</p> <p>Graduation</p> <p>Transfer (continued)</p>	<p><input type="checkbox"/> Collaborative Data Review: Data are rarely/never reviewed in collaborative dialogue processes to uncover patterns and underlying causes.</p> <p><input type="checkbox"/> Examination of Underlying Causes: Underlying causes for outcomes data are rarely/never investigated by delving into quantitative and qualitative data on: organizational policies and practices; campus environment and political climate; and access, supports, and opportunities.</p>	<p>are being developed for distributing disaggregated data according to the most useful time frames, packaging, and formats for leadership, faculty, and staff.</p> <p><input type="checkbox"/> Collaborative Data Review: Processes are being developed for collaboratively reviewing data with dialogue to uncover patterns and underlying causes.</p> <p><input type="checkbox"/> Examination of Underlying Causes: Processes are being developed for examining underlying causes for outcomes data by delving into quantitative and qualitative data on: organizational policies and practices; campus environment and political climate; and access, supports, and opportunities.</p>	<p>distributing disaggregated data according to the most useful time frames, packaging, and formats for leadership, faculty, and staff.</p> <p><input type="checkbox"/> Collaborative Data Review: Processes are being used for collaboratively reviewing data with dialogue to uncover patterns and underlying causes.</p> <p><input type="checkbox"/> Examination of Underlying Causes: Processes are being used for examining underlying causes for outcomes data by delving into quantitative and qualitative data on: organizational policies and practices; campus environment and political climate; and access, supports, and opportunities.</p>	<p>quality instruments that seek to understand the enablers and barriers to course completion, advancement, persistence, and graduation, as well as other desirable (e.g., socioemotional) outcomes for specific racial, income, gender, language, and other demographic subgroups of students.</p> <p><input type="checkbox"/> Data Distribution Timing &amp; Usefulness: Disaggregated data is collected regularly, packaged, and disseminated according to the timing and formats most useful for leadership, faculty, and staff.</p> <p><input type="checkbox"/> Collaborative Data Review: Data are cyclically reviewed in collaborative dialogue processes to uncover patterns and underlying causes.</p> <p><input type="checkbox"/> Examination of Underlying Causes: Underlying causes for outcomes data are investigated by delving into quantitative and qualitative data on: organizational policies and practices; campus environment and political climate; and access, supports, and opportunities.</p>

## 4.2: Reflecting on the Quality of Our Processes, Implementation, and Follow-through

<p><b>STAGES OF EQUITY-DRIVEN SYSTEMS CHANGE (ESC)</b></p>	<p><b>1</b> <b>Minimal</b> (minimally focused on and assessed)</p>	<p><b>2</b> <b>Functional</b> (focused on and assessed semi-regularly)</p>	<p><b>3</b> <b>Exemplary</b> (systematically focused on and assessed on an ongoing basis)</p>
<p><b>Team Building</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Representation:</b> Teams have been formed made up of a minimal or no cross-section of the campus.</li> <li><input type="checkbox"/> <b>Working Agreements:</b> The teams rarely/never use working agreements.</li> <li><input type="checkbox"/> <b>Initial Assessment &amp; Alignment:</b> An initial assessment is rarely/never used to gauge team members' starting places in terms of interests, priorities, assumptions, analyses, and growth areas.</li> <li><input type="checkbox"/> <b>Communication, Relationships, &amp; Ongoing Alignment:</b> Strategies are rarely/never used to strengthen the ability of teams to function as critical friends for one another and to align their concepts, assumptions, analysis, and practice around institutional functioning, personal practice, and student success.</li> <li><input type="checkbox"/> <b>Clarity &amp; Shared Understanding of the Work:</b> Few team members can articulate and advocate for the directions of the team's work and express understanding of the work's trajectory, importance, and next steps.</li> <li><input type="checkbox"/> <b>Cycles of Reflection to Improve Team Process:</b> Teams rarely/never use processes to reflect on their working relationships, communication strengths, follow-through, and growth areas.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Representation:</b> Somewhat cross-functional and somewhat demographically and positionally representative teams have been formed made up of faculty, staff, administrators, students, and/or community members.</li> <li><input type="checkbox"/> <b>Working Agreements:</b> Teams from time to time use working agreements that define the mutual commitments of team members to one another and the work.</li> <li><input type="checkbox"/> <b>Initial Assessment &amp; Alignment:</b> Some degree of initial assessment has been completed (e.g., a team survey) to gauge team members' starting places in terms of interests, priorities, assumptions, analyses, and growth areas.</li> <li><input type="checkbox"/> <b>Communication, Relationships, &amp; Ongoing Alignment:</b> Some strategies are used to strengthen the ability of the teams to function effectively and to delve into members' preconceived concepts, understandings, assumptions, analysis, and practice around institutional functioning, personal practice, and student success.</li> <li><input type="checkbox"/> <b>Clarity &amp; Shared Understanding of the Work:</b> Many team members can articulate and advocate for the directions of the team's work and express understanding of the work's trajectory, importance, and next steps.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Representation:</b> Cross-functional, demographically, and positionally representative teams are formed made up of faculty, staff, administrators, students, and community members.</li> <li><input type="checkbox"/> <b>Working Agreements:</b> Teams regularly use clear working agreements that specifically define the mutual commitments of team members to one another and to the work.</li> <li><input type="checkbox"/> <b>Initial Assessment &amp; Alignment:</b> A robust initial assessment has been used (e.g., a team survey) to gauge team members' starting places in terms of interests, priorities, assumptions, analyses, and growth areas. This data are collected and used on a regular basis to support the team in moving through their process of analysis, action planning, implementation, and cyclical review.</li> <li><input type="checkbox"/> <b>Communication, Relationships, &amp; Ongoing Alignment:</b> Intentional ongoing strategies are used to strengthen the ability of teams to function as critical friends for one another and to continually delve into, align and realign their concepts, assumptions, analysis, and practice around institutional functioning, personal practice, and student success.</li> </ul>
<p><b>NOTE TO THE READER</b> This rubric is organized according to the stages of the ESC Process for institutional change management, which are:  <b>1)</b> team building;  <b>2)</b> assessing the current context for our work;  <b>3)</b> engaging in data gathering and analysis;  <b>4)</b> culturally responsive strategy development;  <b>5)</b> creating student-centered measures of success; and  <b>6)</b> reflecting on our process and planning for the future (cycles of improvement).</p>			

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## 4.2: Reflecting on the Quality of Our Processes, Implementation, and Follow-through (continued)

STAGES OF EQUITY-DRIVEN SYSTEMS CHANGE (ESC)	1 Minimal (minimally focused on and assessed)	2 Functional (focused on and assessed semi-regularly)	3 Exemplary (systematically focused on and assessed on an ongoing basis)
Team Building (continued)		<p><input type="checkbox"/> <b>Cycles of Reflection to Improve Team Process:</b> The teams use processes to semi-regularly reflect on its working relationships, communication strengths, follow-through and growing areas to become stronger, more collaborative and high-functioning teams.</p>	<p><input type="checkbox"/> <b>Clarity &amp; Shared Understanding of the Work:</b> Team members can all articulate and advocate for the directions of the team's work and express deep understanding of the work's trajectory, importance, and next steps.</p> <p><input type="checkbox"/> <b>Cycles of Reflection to Improve Team Process:</b> Teams use systematic and effective processes to regularly and compassionately reflect on their working relationships, communication strengths, follow-through, and growth areas to become stronger, more collaborative, and high-functioning teams. This reflection is understood as an important part of ongoing program and institutional review processes.</p>
Understanding the Current Context for our Work	<p><input type="checkbox"/> <b>Collective Reflection on Institutional Context &amp; History:</b> The teams rarely/never engage in collective reflection on the institution's historical, social, and political landscape of equity and improvement efforts to ground the subsequent stages of planning.</p> <p><input type="checkbox"/> <b>Team Completion of Rubric #1 as a Pre-Assessment:</b> The teams rarely/never complete analytical tools to assess the institution's current strategies and efforts to promote equity and improvement.</p>	<p><input type="checkbox"/> <b>Collective Reflection on Institutional Context &amp; History:</b> The teams sometimes engage in collective reflection on the institution's historical, social, and political landscape of equity and improvement efforts to ground the subsequent stages of planning.</p> <p><input type="checkbox"/> <b>Team Completion of Rubric #1 as a Pre-Assessment:</b> The teams sometimes complete analytical tools to assess the institution's current strategies and efforts to promote equity and improvement.</p>	<p><input type="checkbox"/> <b>Collective Reflection on Institutional Context &amp; History:</b> The teams engage in well-facilitated, collective reflection on the institution's historical, social, and political landscape of equity and improvement efforts, to promote shared understanding and to ground the subsequent stages of planning.</p> <p><input type="checkbox"/> <b>Team Completion of Reflecting on the Strength of Our Strategies &amp; Approaches, and Mapping the Institution's Current Efforts exercises as a Pre-Assessment:</b> Before beginning planning efforts, the teams collectively complete and discuss Rubric #1 and Mapping Our Existing Efforts to the ESC Model (or</p>

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## 4.2: Reflecting on the Quality of Our Processes, Implementation, and Follow-through (continued)

STAGES OF EQUITY-DRIVEN SYSTEMS CHANGE (ESC)	1 <b>Minimal</b> (minimally focused on and assessed)	2 <b>Functional</b> (focused on and assessed semi-regularly)	3 <b>Exemplary</b> (systematically focused on and assessed on an ongoing basis)
Understanding the Current Context for our Work (continued)			similar analytical tools) in a well-facilitated process, to assess the institution's current strategies and efforts to promote equity and improvement.
<b>Equity-Driven Data Gathering &amp; Analysis</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Initial Reflection &amp; Dialogue:</b> The teams rarely/never review research from the field, data from the institution, or develop inquiry questions to guide annual or multi-year improvement efforts.</li> <li><input type="checkbox"/> <b>Data Gathering:</b> The teams gather mostly quantitative data.</li> <li><input type="checkbox"/> <b>Packaging &amp; Sharing Findings:</b> The teams rarely/never package their findings in user-friendly formats and share them with teammates in agreed-upon, timely formats.</li> <li><input type="checkbox"/> <b>Dialogue for Meaning-Making:</b> The teams use minimally facilitated or unfacilitated dialogue processes (or no dialogue processes) to discuss the findings from the data and make meaning of it together.</li> <li><input type="checkbox"/> <b>Involving the Campus Community:</b> The teams have minimal/no strategies to involve the campus community in planning, data gathering, analysis/meaning-making, and developing conclusions.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Initial Reflection &amp; Dialogue:</b> The teams sometimes review research from the field, data from the institution, or develop inquiry questions to guide annual or multi-year improvement efforts.</li> <li><input type="checkbox"/> <b>Data Gathering:</b> The teams gather mostly quantitative data and some qualitative data semi-regularly.</li> <li><input type="checkbox"/> <b>Packaging &amp; Sharing Findings:</b> The teams sometimes package their findings in user-friendly formats and share them with teammates in agreed-upon, timely formats.</li> <li><input type="checkbox"/> <b>Dialogue for Meaning-Making:</b> The teams use somewhat facilitated dialogue processes (that are of mixed quality) to discuss the findings from the data and make meaning of it together.</li> <li><input type="checkbox"/> <b>Involving the Campus Community:</b> The teams use some strategies to involve the campus community in planning, data gathering, analysis/meaning-making, and developing conclusions.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Initial Reflection &amp; Dialogue:</b> Teams use intentional processes to dialogue, review research from the field, review data from the institution, and develop meaningful inquiry questions to guide annual or multi-year improvement efforts.</li> <li><input type="checkbox"/> <b>Data Gathering:</b> Teams work diligently to gather a wide cross-section of qualitative and quantitative data both to inform development of an inquiry question(s) and to gather data about their inquiry area(s), including regarding student success; student perspectives on their experiences in the institution, relations with faculty and staff, etc.; faculty, staff, and administrators' experiences and perspectives on working in the institution, working relationships, conditions, and supports; and community member, parent, and family perspectives.</li> <li><input type="checkbox"/> <b>Packaging &amp; Sharing Findings:</b> The teams package their findings in user-friendly formats and share them with teammates in agreed-upon, timely formats to allow effective individual and group reflection.</li> </ul>

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## 4.2: Reflecting on the Quality of Our Processes, Implementation, and Follow-through (continued)

STAGES OF EQUITY-DRIVEN SYSTEMS CHANGE (ESC)	1 <b>Minimal</b> (minimally focused on and assessed)	2 <b>Functional</b> (focused on and assessed semi-regularly)	3 <b>Exemplary</b> (systematically focused on and assessed on an ongoing basis)
Equity-Driven Data Gathering & Analysis (continued)			<p><input type="checkbox"/> <b>Dialogue for Meaning-Making:</b> The teams use well-facilitated, effective dialogue processes to discuss the findings from the data and make meaning of it together, with specific attention to uncovering unconscious assumptions, potential biases, and developing the most honest analyses and conclusions to support student success, with a focus on the most marginalized students.</p> <p><input type="checkbox"/> <b>Involving the Campus Community:</b> The teams develop robust strategies to involve a broad and representative cross-section of the campus community in all stages of planning, data gathering, analysis/meaning-making, and developing conclusions.</p>
<b>Culturally Responsive Strategy Development</b>	<p>The teams rarely/never participate in processes to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Develop a Vision for Next Steps in the Work:</b> Develop a vision for next steps, based on the conclusions drawn from the data gathering phase.</li> <li><input type="checkbox"/> <b>Identify Barriers:</b> Identify the obstacles or barriers that could hinder effective pursuit of the vision.</li> <li><input type="checkbox"/> <b>Develop Concrete, Measurable, Equitable Strategies:</b> Develop strategies that will be undertaken to pursue the vision and simultaneously address the barriers, and promote the most supportive environment and outcomes for students.</li> </ul>	<p>The teams sometimes participate in processes to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Develop a Vision for Next Steps in the Work:</b> Develop a vision for next steps, based on the conclusions drawn from the data gathering phase.</li> <li><input type="checkbox"/> <b>Identify Barriers:</b> Identify the obstacles or barriers that could hinder effective pursuit of the vision.</li> <li><input type="checkbox"/> <b>Develop Concrete, Measurable, Equitable Strategies:</b> Develop strategies that will be undertaken to pursue the vision and simultaneously address the barriers, and promote the most supportive environment and outcomes for students.</li> </ul>	<p>The teams regularly participate in well-facilitated processes to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Develop a Vision for Next Steps in the Work:</b> Jointly develop a vision for next steps, based on the conclusions drawn from the data gathering phase. This vision for next steps is clearly and explicitly linked with the institution's overall mission and vision.</li> </ul>

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## 4.2: Reflecting on the Quality of Our Processes, Implementation, and Follow-through (continued)

<p><b>STAGES OF EQUITY-DRIVEN SYSTEMS CHANGE (ESC)</b></p>	<p><b>1</b> <b>Minimal</b> (minimally focused on and assessed)</p>	<p><b>2</b> <b>Functional</b> (focused on and assessed semi-regularly)</p>	<p><b>3</b> <b>Exemplary</b> (systematically focused on and assessed on an ongoing basis)</p>
<p><b>Culturally Responsive Strategy Development (continued)</b></p>	<p><input type="checkbox"/> <b>Involve the Campus Community:</b> Involve a cross-section of the campus community in developing and getting feedback on the vision, identifying the barriers, and developing the strategies.</p>	<p><input type="checkbox"/> <b>Involve the Campus Community:</b> Involve a cross-section of the campus community in developing and getting feedback on the vision, identifying the barriers, and developing the strategies.</p>	<p><input type="checkbox"/> <b>Identify Barriers:</b> Identify the obstacles or barriers that could hinder effective pursuit of the vision (including structural and cultural barriers internal to the institution overall, related to specific departments, related to historical and contextual conditions, interpersonal dynamics, commitment, etc. – using a list such as Rubric #1 to delve into details on potential barrier areas).</p> <p><input type="checkbox"/> <b>Develop Concrete, Measurable, Equitable Strategies:</b> Develop concrete strategies that will be undertaken to pursue the vision and simultaneously address the barriers with a focus on the structural and cultural areas in Rubric #1 and on promoting the most supportive environment and outcomes for all students (especially marginalized students) and the most positive impacts.</p> <p><input type="checkbox"/> <b>Involve the Campus Community:</b> Robustly involve a broad and representative cross-section of the campus community in developing and getting feedback on the vision, identifying the barriers, and developing the strategies.</p>

## 4.2: Reflecting on the Quality of Our Processes, Implementation, and Follow-through (continued)

<p><b>STAGES OF EQUITY-DRIVEN SYSTEMS CHANGE (ESC)</b></p>	<p><b>1</b> <b>Minimal</b> (minimally focused on and assessed)</p>	<p><b>2</b> <b>Functional</b> (focused on and assessed semi-regularly)</p>	<p><b>3</b> <b>Exemplary</b> (systematically focused on and assessed on an ongoing basis)</p>
<p><b>Exploring Student-Centered Measures of Success</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Broad Cross-Section of Data:</b> The teams develop measures that evaluate output and impact data regarding student success.</li> <li><input type="checkbox"/> <b>Involve the Campus Community:</b> The teams rarely/never involve a cross-section of the campus community to help develop and get feedback on the measures, or define reporting formats and cycles.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Broad Cross-Section of Data:</b> The teams develop measures that evaluate output and impact data regarding student success, and sometimes some cross-section of participants.</li> <li><input type="checkbox"/> <b>Involve the Campus Community:</b> The teams sometimes involve a cross-section of the campus community to help develop and get feedback on the measures, and define reporting formats and cycles.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Broad Cross-Section of Data:</b> The teams develop measures that comprehensively evaluate process, satisfaction (of students, staff/faculty, and parents/families/ community), output, and impact data regarding student success, with specific, rigorous attention to the experiences and outcomes for the most marginalized.</li> <li><input type="checkbox"/> <b>Involve the Campus Community:</b> The teams robustly involve a broad and representative cross-section of the campus community to help develop and get feedback on the measures, as well as to define reporting formats and cycles.</li> </ul>

## 4.2: Reflecting on the Quality of Our Processes, Implementation, and Follow-through (continued)

<p><b>STAGES OF EQUITY-DRIVEN SYSTEMS CHANGE (ESC)</b></p>	<p><b>1</b> <b>Minimal</b> (minimally focused on and assessed)</p>	<p><b>2</b> <b>Functional</b> (focused on and assessed semi-regularly)</p>	<p><b>3</b> <b>Exemplary</b> (systematically focused on and assessed on an ongoing basis)</p>
<p><b>Reflecting on Our Process &amp; Planning for the Future (Continuous Improvement Cycles)</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Reflecting on the Measures of Success:</b> The teams use limited processes to reflect on their measures of success.</li> <li><input type="checkbox"/> <b>Deciding on Continuing, Course-Correcting, or Scaling Work:</b> The teams use limited processes to decide which efforts and strategies should be continued, scaled up, scaled back, course-corrected, or discontinued.</li> <li><input type="checkbox"/> <b>Sustainability:</b> The teams use limited processes to determine the sustainability needs for efforts to be continued, course-corrected, or scaled up.</li> <li><input type="checkbox"/> <b>Involving the Campus Community:</b> The teams rarely/never report to the campus community on the measures.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Reflecting on the Measures of Success:</b> The teams use somewhat developed processes to reflect on their measures of success.</li> <li><input type="checkbox"/> <b>Deciding on Continuing, Course-Correcting, or Scaling Work:</b> The teams use somewhat developed processes to decide which efforts and strategies should be continued, scaled up, scaled back, course-corrected, or discontinued.</li> <li><input type="checkbox"/> <b>Sustainability:</b> The teams use somewhat developed processes to determine the sustainability needs for efforts to be continued, course-corrected, or scaled up.</li> <li><input type="checkbox"/> <b>Involving the Campus Community:</b> The teams sometimes report to the campus community on the measures.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Reflecting on the Measures of Success:</b> The teams use well-facilitated, structured processes to cyclically reflect on their measures of success.</li> <li><input type="checkbox"/> <b>Deciding on Continuing, Course-Correcting, or Scaling Work:</b> The teams use effective, collaborative processes to systematically decide which efforts and strategies should be continued, scaled up, scaled back, course-corrected, or discontinued.</li> <li><input type="checkbox"/> <b>Sustainability:</b> The teams use structured, collaborative processes to determine the sustainability needs for efforts to be continued, course-corrected, or scaled up.</li> <li><input type="checkbox"/> <b>Involving the Campus Community:</b> The teams regularly report to the broad campus community on the agreed-upon measures using the agreed-upon formats. The teams engage in dialogue and use other robust means to gather regular feedback from this broad, representative cross-section of the campus community also, and feed this information into their ongoing improvement efforts.</li> </ul>

### **4.3: Assessing Professional Learning Needs Related to Equity-Based Strategies and Change Management**

Core to the success of any institutional change and improvement effort is the corresponding intentional learning and growth efforts of individuals (who receive structured, robust support from their peers and institutions). This tool can be used as a template by individuals, teams, programs, and departments to inform their planning and reflection around personal reflection, professional development, and performance review.

The tool is structured according to the categories of California Tomorrow's Equity-Driven Systems Change (ESC) Model Rubrics:

- **4.1:** Reflecting on the Strength of Our Strategies and Approaches
- **4.2:** Reflecting on the Quality of Our Processes, Implementation, and Follow-Through

Team members should develop and carry out individualized learning plans to continue deepening their knowledge and capacity in the structural and cultural areas in Rubric #1. This can include utilizing a variety of resources (such as reading, videos, receiving training, visiting exemplary sites and practitioners, etc.). Additionally, a portion of regular planning meetings should be devoted to sharing about individual experiences, learning, and support needs.

**PROFESSIONAL LEARNING RELATED TO RUBRIC 4.1:  
Reflecting on the Strength of Our Strategies & Approaches**

**Organizational Policies & Practices**

	Not applicable to my position	I can train others in this area	I feel strong in this area	I need growth in this area
<b>Leadership</b>				
<b><i>Structural Dimensions</i></b>				
Alignment with Vision, Mission, & Values				
Leadership Structure				
Institutional Planning				
Staff & Faculty Development				
Structures for Efficient Functioning				
Community Partnerships				
<b><i>Cultural Dimensions</i></b>				
Belief in Students				
Knowledge of Community				
Commitment to Equity				
Representation				
Culture of Collaboration & Inquiry				
Equity Leadership				
<b>Teaching &amp; Learning / Curriculum &amp; Instruction</b>				
<b><i>Structural Dimensions</i></b>				
Aligned Curriculum				
Student Learning Outcomes & Standards				
Formative & Summative Assessment				
Professional Learning				

Section 4: Institutional and Systems Improvement Rubrics

Organizational Policies & Practices (Continued)

	Not applicable to my position	I can train others in this area	I feel strong in this area	I need growth in this area
<b>Cultural Dimensions</b>				
Relevant, Engaging Curriculum				
Representative Curriculum				
Drawing on Students' Lives				
Promoting Civic Participation				
Peer Support Structures for Students				
Collaborative Faculty Reflection				
Culturally Responsive Professional Learning				
<b>Planning &amp; Budgeting</b>				
<b>Structural Dimensions</b>				
Continuous Reflection and Improvement (on program review, enrollment, accreditation, strategic planning, resource prioritization and allocation, intentionality, and focus on aligning efforts across the institution)				
<b>Cultural Dimensions</b>				
Collaborative Institutional Reflection Processes				
Robust Data Review				
Reflection on Impacts of Personal Practice				
Shared Accountability for Implementation				
Alignment of Equity Efforts				
<b>Data &amp; Evaluation</b>				
<b>Structural Dimensions</b>				
Data Accessibility & Usability				

Section 4: Institutional and Systems Improvement Rubrics

Organizational Policies & Practices (Continued)

	Not applicable to my position	I can train others in this area	I feel strong in this area	I need growth in this area
Workforce Data Review				
Institutional Research Agenda				
<b><i>Cultural Dimensions</i></b>				
Shared Responsibility for Outcomes & Impact				
Robust Notions of Student Success				
Use of Disaggregated Data				
Training for Effective Data Use				
<b>Human Resources Planning, Management, &amp; Support</b>				
<b><i>Structural Dimensions</i></b>				
Hiring Process Aligned with Institutional Goals				
Reflection on Hiring Process				
Tenure Review				
Robust Professional Learning				
<b><i>Cultural Dimensions</i></b>				
Hiring Criteria				
Hiring Committee Representation				
Professional Learning Planning				

Section 4: Institutional and Systems Improvement Rubrics

**Campus Environment & Political Climate**

	Not applicable to my position	I can train others in this area	I feel strong in this area	I need growth in this area
<b>Reflecting on Campus Climate, Culture, Norms, Values, &amp; History</b>				
<b><i>Structural Dimensions</i></b>				
Structures for Reflection				
<b><i>Cultural Dimensions</i></b>				
Dialogue Processes				
Positive & Welcoming Culture				
Promotion of Shared Ownership				
<b>Reflecting on Community &amp; Political Context and Implications for the College</b>				
<b><i>Structural Dimensions</i></b>				
Reflection on Trends				
Reflection on History of Institutional Equity & Improvement Efforts				
Reflection on Political Context				
Reflection on Community Partnerships				
<b><i>Cultural Dimensions</i></b>				
Power & Influence				
Tapping Local Knowledge				
Quality of Partnerships				
<b>Developing &amp; Refining Communication Systems</b>				
<b><i>Structural Dimensions</i></b>				
Vertical & Horizontal Communication Systems				



Section 4: Institutional and Systems Improvement Rubrics

Campus Environment & Political Climate (Continued)

	Not applicable to my position	I can train others in this area	I feel strong in this area	I need growth in this area
Feedback & Input Mechanisms				
Communication Included in Planning & Reflection				
Cycles Cultural Dimensions				
Student, Faculty, and Staff Voice				
Relationship Building				
Oral vs. Written Communication				
<b>Facilities Planning</b>				
<b>Structural Dimensions</b>				
Visual Layout of Campus				
Signage and Aesthetics				
Office and Classroom Assignments				
Parking				
Campus Security				
<b>Cultural Dimensions</b>				
Vulnerable Groups' Experience				
<b>Engaging Meaningfully with Student Groups</b>				
<b>Structural Dimensions</b>				
Engagement with Student Groups				
Incorporation of Student Groups' Analyses				
<b>Cultural Dimensions</b>				
Self-Reflection & Skill-Building in Engaging with Students				
Leadership Development Support for Students				

Section 4: Institutional and Systems Improvement Rubrics

**Access, Supports, & Opportunities**

	Not applicable to my position	I can train others in this area	I feel strong in this area	I need growth in this area
<b>Outreach</b>				
<i><b>Structural Dimensions</b></i>				
Demographically Appropriate Outreach				
Alignment with K-12 & Business Community				
<i><b>Cultural Dimensions</b></i>				
Culturally Responsive Outreach				
Representative Community				
Partnerships to Support Outreach				
<b>Admissions</b>				
<i><b>Structural Dimensions</b></i>				
Clarity of Admissions Processes				
<i><b>Cultural Dimensions</b></i>				
Support for Vulnerable Students				
<b>Orientation</b>				
<i><b>Structural Dimensions</b></i>				
Useful Orientation Process				
Methods for Gathering Feedback on Orientation				
<i><b>Cultural Dimensions</b></i>				
Orientation Support for First-Time College-Goers				
Peer Mentoring				
Developing Student Self-Advocacy Skills				
<b>Academic Supports, Counseling, &amp; Advising</b>				
<i><b>Structural Dimensions</b></i>				
Effective Counseling, Advising, and Supports				
Linkage with Instruction				

Section 4: Institutional and Systems Improvement Rubrics

Access, Supports, & Opportunities (Continued)

	Not applicable to my position	I can train others in this area	I feel strong in this area	I need growth in this area
<b>Cultural Dimensions</b>				
Strategies for Specific Demographic Groups				
Cross-Program Collaboration and Learning				
Reflection on Ethnic-Specific Best Practices in the Institution				
<b>Equipment, Technology, &amp; Infrastructure</b>				
<b>Structural Dimensions</b>				
Adequacy of Equipment				
<b>Cultural Dimensions</b>				
Resource Distribution				
<b>Financial Aid</b>				
<b>Structural &amp; Cultural Dimensions</b>				
Access to Financial Aid				
<b>Initiatives</b>				
<b>Structural Dimensions</b>				
Pathways for Advancement				
<b>Cultural Dimensions</b>				
Commitment to Quality Implementation				
Collaborative Processes to Support Effective Implementation				

Section 4: Institutional and Systems Improvement Rubrics

**Student Outcomes<sup>13</sup>**

	Not applicable to my position	I can train others in this area	I feel strong in this area	I need growth in this area
<b><i>Structural Dimensions</i></b>				
Quantitative Disaggregation Data Use & Categories (course completion; advancement from basic/developmental/remedial courses; persistence; graduation; transfer)				
<b><i>Cultural Dimensions</i></b>				
Qualitative Disaggregated Data Use & Categories				
Data Distribution Timing & Usefulness				
Collaborative Data Review				
Examination of Underlying Causes				

**PROFESSIONAL LEARNING RELATED TO 4.2:  
Reflecting on the Quality of Our Processes, Implementation, & Follow-Through**

**Team-Building**

	Not applicable to my position	I can train others in this area	I feel strong in this area	I need growth in this area
<i>Representation</i>				
<i>Developing &amp; Using Working Agreements</i>				
<i>Initial Assessment &amp; Alignment</i>				
<i>Communication, Relationship Building, &amp; Ongoing Alignment</i>				
<i>Promoting Clarity &amp; Shared Understanding of the Work</i>				
<i>Using Cycles of Reflection to Improve Team Process</i>				

**Assessing the Current Context for Our Work**

	Not applicable to my position	I can train others in this area	I feel strong in this area	I need growth in this area
<i>Collective Reflection on Institutional Context &amp; History</i>				
<i>Team Use of Analytical Tools (e.g., 4.3 and 6.3) as Pre-Assessments for Planning</i>				

Section 4: Institutional and Systems Improvement Rubrics

**Engaging in Inquiry, Data Gathering, & Analysis**

	Not applicable to my position	I can train others in this area	I feel strong in this area	I need growth in this area
<i>Initial Reflection &amp; Dialogue</i>				
<i>Data Gathering</i>				
<i>Packaging &amp; Sharing Findings</i>				
<i>Facilitating and Participating in Dialogue for Meaning-Making Involving the Campus</i>				
<i>Community</i>				

**Culturally Responsive Strategy Development**

	Not applicable to my position	I can train others in this area	I feel strong in this area	I need growth in this area
<i>Developing a Vision for Next Steps in the Work</i>				
<i>Identifying Structural &amp; Cultural Barriers to Achieving the Vision &amp; Next Steps</i>				
<i>Developing Concrete, Measurable, Equitable Strategies</i>				
<i>Involving the Campus Community</i>				

Section 4: Institutional and Systems Improvement Rubrics

**Creating Student-Centered Measures of Success**

	Not applicable to my position	I can train others in this area	I feel strong in this area	I need growth in this area
<i>Using Broad Cross-Sections of Data</i>				
<i>Involving the Campus Community</i>				

**Reflecting on Our Process & Planning for the Future  
(Continuous Improvement Cycles)**

	Not applicable to my position	I can train others in this area	I feel strong in this area	I need growth in this area
<i>Reflecting on the Measures of Success.</i>				
<i>Continuing, Course-Correcting, or Scaling.</i>				
<i>Sustainability Planning.</i>				
<i>Involving the Campus Community</i>				

## Section 5: Team Building

“I appreciated how open, honest, and understanding everyone was of others’ opinions. The Authentic Dialogue piece really helped to promote that feeling.”

– College of the Sequoias Planning Team Members

Often, team-building activities can be underemphasized or considered unnecessary and too “touchy feely.” This can undermine the development of rigorous and critical-friend relationships that are the foundation of deep, long-lasting, impactful work. These are the relationships that stand the test of limited resources, changing dynamics and players, and other common constraints and challenges practitioners may face. Team building is a core component of the *cultural dimensions of change*. It is essential to the success of collective efforts and just as important as work that is often seen as more “real.”

In order to create meaningful institutional change, college leaders must think strategically about how to build and support the team of people they bring together to lead the change. Ideally, this team will include representatives from across the college community who can bring a diverse set of experiences and skills to the team. In order for a cross-stakeholder group to engage in deep analysis and dialogue about the issues they are seeking to address, and develop and successfully implement comprehensive solutions aligned across a colleges multiple departments and programs, the team must start from a place of trust and safety.

Team building creates this foundation of trust and connectedness, and develops skills and processes that support people in working together more effectively. Successful team building supports the expression, acceptance, and celebration of different values and beliefs, multiple perspectives, knowledge from different disciplines, and worldviews from diverse cultures (broadly conceived). It also builds the capacity of a team to achieve more than any one individual could achieve alone.

### Creating Trust and Connectedness

Working as a team toward a common purpose puts people into relationship with one another. Experts in social intelligence believe that people, by nature, want to feel connected to others. Connectedness is a common value expressed by people who work in groups. Lack of connectedness can negatively affect morale and productivity; therefore, it is essential that team members not only begin with connecting, but continue to connect throughout their time working together.

In order to build connectedness, team members must first build a foundation of trust. People usually withhold trust from others when they don’t know them or when they hold negative ideas, beliefs, assumptions, or stereotypes about them. Often, unconscious feelings about others can condition behavior toward them before we are even aware, at a conscious level, of how we are reacting to and interacting with them.

A simple way to create trust and connectedness is to make time to get to know one another better. Getting to know team members often can lead to better informed judgments and can undo stereotypes. Most teams that engage in formal team building report the they come to appreciate their teammates more, enjoy working with them more, trust them more, and produce better team outputs.

### Reflecting on Personal Experience

Skill in relating to others begins first with knowledge of oneself. So much of human interaction stems from what one person projects onto another—usually unconsciously. The more each team member can



understand about his or her own expectations, stereotypes, and assumptions, the better each team member will be able to intentionally interact with others. Reflection is an important practice for getting to know oneself better. Throughout this Toolkit, we include a number of reflection activities to support team members in considering what they bring from their own life experience to the planning process.

Another important trust-building activity is the development of ground rules that guide how a team will communicate and work together. Ground rules create a feeling of safety, as each team member knows every other person in the room has made the same set of commitments to the process. This section begins with the ground rules because no committee meeting should begin without such agreements in place. Throughout the ESC Process, each new team—whether it is the Planning Team, Design Team, or an implementation team—should begin by reviewing and agreeing to a set of ground rules.

### Tools in this Section include:

- **5.1: *Ground Rules for Authentic Dialogue*** should be used by any team in the beginning of their work together to establish communication agreements and create safety in the group.
- **5.2: *Getting to Know You*** can be used by any team as a way of sharing and connecting. This tool includes Small Group Discussion Questions and Journaling Prompts.
- **5.3: *Assessing Team Building Needs*** is an ESC Process tool to assess the needs of Planning Team members. This tool includes the survey and a facilitator’s guide for leading a team discussion about the outcomes from the survey.
- **5.4: *Developing a Planning Team*** is an ESC Process tool for the Design Team to support their work in putting together their Planning Team.

\*For colleges following the ESC Process, the tools in this section should be used during *Stage 1: Team Building and Understanding the Current Context for our Work*.



## 5.1: Ground Rules for Authentic Dialogue

### Participant Handout

### ESC Planning Team Meeting 1

**Purpose:** These ground rules were designed to help set the right tone and create a safe environment for creating change. They are meant to be reflected upon, discussed, clarified, modified, added to, and agreed upon by teams at the beginning of their first meeting.

- Speak from your own experience.
- Ask questions.
- Notice the amount you contribute to dialogue and the effect your words have on others.
- Help create space for everyone to share.
- Be willing to explore differences of experience and opinion.
- Make a commitment to your own and each other's development and learning.
- Respect confidentiality.
- Listen actively.
- Keep an open mind.
- Be passionate.
- Honor your own feelings and the feelings of others.
- Be honest.
- Stay at the table.



## 5.2: Getting to Know You

### Facilitator's Guide

### ESC Planning Team Meeting 1

**Time:** 1.5 hours

#### Purpose

- This activity supports groups to get to know one another better and to understand the various life experiences that have shaped them. This is a great way to build trust and connectedness in a new team.

#### Goal

- For participants to share personal information and reflect on and share their experiences with inequity.

#### Use of This Activity in the ESC Process

- This activity can be used with the Planning Team at the beginning of their first meeting.

#### Materials

- Copies of the Small Group Discussion Questions and Journaling Prompts on pages 81 and 82 for all participants

#### Facilitator Instructions

- 1 Have team members form groups of three that are diverse by race, ethnicity, and gender.
- 2 Ask small groups to discuss the following questions:
  - Where were you born and where were you raised?
  - What languages were spoken in your home? What language would you most want to learn today, and why?
  - How do you identify yourself in terms of race or ethnicity?
  - What was school like when you were young?
  - Why did you choose to work at this college?
- 3 Return to the large group and have a few people share some new things they learned about each other from their small group discussion.
- 4 Explain that in the next round of small group discussion, you are going to ask people to go a little bit deeper in what they share.

## Section 5: Team Building

- 5 Ask the same small groups to discuss the following questions:
  - Reflecting on your personal experience, share a pivotal moment when you became aware of inequity based on race, ethnicity, language, or culture.
  - How has that experience prepared you for your work as a part of this team?
  - Considering what you have learned about one another, what else do you want to ask?
- 6 Ask each small group to briefly share similarities and differences in their personal life experience.
- 7 Hand out the journaling prompts and have individuals take a few minutes to reflect on the following:
  - What emotions did you feel as you shared your own experience and listened to the experiences of others?
  - What deeper feelings and emotions do you expect may surface as you work with this team on issues of equity and student success?
  - How do you plan to use the knowledge and awareness you gained in this activity?
8. Bring the large group together and ask individuals to share the following:
  - What experiences are you bringing to this team that will support the team's ability to analyze, dialogue, and plan solutions to the current challenges the institution is facing regarding equity and student success?



## 5.2: Getting to Know You

### Small Group Discussion Questions

#### Round 1

- 1 Where were you born and where were you raised?
- 2 What languages were spoken in your home? What language would you most want to learn today, and why?
- 3 How do you identify yourself in terms of race or ethnicity?
- 4 What was school like when you were young?
- 5 Why did you choose to work at this college?

#### Round 2

- 1 Reflecting on your personal experience, share a pivotal moment when you became aware of inequity based on race, ethnicity, language, or culture.
- 2 How has that experience prepared you for your work as a part of this team?
- 3 Considering what you have learned about one another, what else do you want to ask?



## 5.2: Getting to Know You

### Journaling Prompts

What emotions did you feel as you shared your own experience and listened to the experiences of others?

What deeper feelings and emotions do you expect may surface as you work with this team on issues of equity and inequity?

How do you plan to use the knowledge and awareness you gained in this activity?



## 5.3: Assessing Team Building Needs

### Facilitator's Guide

### ESC Planning Team Meeting 1

**Time:** 1.5 hours

#### Purpose

- This tool has been designed to guide the group through analysis of the team survey results and to reflect on some questions designed to challenge them to think beyond good intentions.

#### Use of This Activity in the ESC Process:

This tool should be used by the Planning Team in their first meeting.

#### Goals

- Reflect on and discuss team survey results.
- Determine team building activities
- Determine how the team will work together to achieve its goals.

#### Materials

- Team Survey on page 85
- Handout of Team Survey results
- Flip charts and markers

#### Facilitator Instructions

- 1 Distribute the Team Survey at least two weeks before the meeting. Request that team members send you their completed surveys at least one week before the meeting. Facilitator should ask the Institutional Researcher to compile survey data and provide this data to the Facilitator before the first team meeting.
- 2 At the meeting, distribute Team Survey data and give team members a few minutes to individually review.
- 3 Have table groups discuss the following:
  - What is one thing you noticed in reviewing the data?
  - What is something that surprised you?
  - What concerns does this data raise for you? Why?
  - What additional questions does the data raise?
  - What themes and patterns emerge from the data?

- 4 In the large group, ask individuals to share thoughts and concerns they raised in their table groups.
- 5 Lead the group in the following discussion, reaching agreement about each question as you go and recording any necessary next steps and point people:
  - How can we maintain clarity about our collective purpose and goals?
  - What can we do as a team to ensure that all contributions are valued?
  - How can we keep one another motivated throughout the planning process?
  - How can we address the concerns we have about the planning process?
  - How would you like to be acknowledged for participating on this team?
  - How can we hold each other accountable to our work together?
  - How can we ensure that we stay at the table, even when it's uncomfortable and challenging?
  - What other accountability systems can we put in place?
  - What if we aren't doing our jobs? What should be the consequences?
  - How best can we communicate with one another between meetings?
  - What tools are available to help us in sharing our work?
  - What are our next steps?



### 5:3: Assessing Team Building Needs

#### Team Survey

*This survey should be sent to the Planning Team at least two weeks prior to your first meeting. The Institutional Researcher should take the responsibility of aggregating the data and creating a report for the meeting. If possible, using an online tool like Survey Monkey ® will facilitate the process of receiving and compiling survey data.*

Thank you for your participation as a member of the Planning Team. The purpose of this survey is to provide you with an opportunity to reflect on your future role as a team member. The survey will ask you to describe what you need in order to be part of an effective team. Data will be aggregated by the Institutional Researcher in order to ensure anonymity. We will share this data--the aggregated outcomes of this survey--at our first meeting and using the data as an opportunity to create working agreements. Please answer as honestly as you can.

- 1 Why are you participating on the Planning Team?
- 2 What do you hope will change as a result of our work together?
- 3 What are your goals for the planning process?
- 4 What concerns do you have about the planning process?
- 5 What do you need from team members in order to be effective in your work?



## 5.4: Developing a Planning Team

### Facilitator's Guide

### ESC Design Team Meeting

**Time:** 45 minutes

#### Purpose

The ESC Planning Team is a group of cross-stakeholders from the college community who are tasked with working together to develop a comprehensive student success plan and creating the necessary changes to move that plan forward. The Planning Team includes Design Team members. This tool supports ESC Design Team members to think strategically about who will be on their Planning Team.

Planning Teams should be made up of individuals from different constituent groups on campus including, but not limited to, instructional faculty, counselors, advisors, other support services staff, administrators, students, and community members. It is important as you facilitate this discussion that you surface any assumptions about different groups or individuals, and that you explicitly discuss the cultural dynamics of bringing these people together. Often, tensions exist between these different groups; the Design Team should name these tensions, discuss what creates them, and strategize how best to develop a Planning Team with the ability and support to collaborate effectively.

#### Use of This Activity in the ESC Process

- This activity should be used by the Design Team in their first meeting.

#### Goal

- For Design Team members to build a Planning Team that is representative of the college's various stakeholder groups and as diverse as possible.

#### Facilitator Instructions

- 1 Explain the purpose of the Planning Team and note that it should include individuals from different constituency groups across the college community, including staff, faculty, students, administrators, and community members.
- 2 Review and discuss criteria for Planning Team membership, including:
  - An interest in student success and a willingness to commit to the team process
  - Expertise in an area that will add value to the team (such as the Institutional Researcher)
  - Ability to influence key stakeholder groups and a willingness to interact with those groups to influence change
  - Sufficient professional bandwidth to take on the task and participate in a meaningful way
  - A willingness to receive feedback on team performance and provide feedback to others

- 3 Discuss who should be on the Planning Team by asking the following questions and charting decisions on flip chart paper:
  - Who are the key stakeholders that will be impacted by the decisions made and the implementation of the plan?
  - Who are “champions” within departments or on committees who could best carry and communicate this work back to the larger campus community?
  - What current initiatives, programs, committees, or groups are working on issues related to our focus question?
  - Who is leading these efforts? What role should they have in this planning process?
  - Who should be on the Planning Team?
  - In the event that someone is unavailable or cannot continue in their role on the Planning Team, who could be their alternate?
  - Who can take the lead on inviting those we’ve identified and their alternate to participate in the planning process?
  
- 4 Discuss cultural dimensions for developing the Planning Team:
  - What are the political implications of team membership (or exclusion from the team)? How can we best manage these implications?
  - What is the experience we hope the Planning Team will have during the planning process?
  - What is the dynamic we would like to see in the Planning Team?
  - How can we build a healthy team?
  - How is the culture we seek in the Planning Team different from or similar to the culture of the institution?
  - As we step back and envision this Planning Team coming together, how is it representative of the diversity of our campus and community along the lines of ethnicity, race, gender, sexual orientation, age, disability, and other groups?
  - How can we begin to think about and utilize this process as a way to change institutional culture?

## City College of San Francisco: A Strong Team Takes Action

Over the four years that CCSF participated in CCN, team members built a strong foundation of trust and connectedness that allowed them to engage in critical conversations about the political climate on their campus. These conversations and the actions that followed would never have happened if the team hadn't committed their time and energy to building their relationships with one another at CCN convenings and back at the college.

For example, during the last CCN cross-college convening of both cohorts in spring of 2008, the team faced a critical decision point. They had identified a major barrier to affecting change at their institution: the decision-making power of the college's Academic Senate. They determined that in order to advance equity, the Senate would need to be willing to openly discuss the challenges faced by the college's most vulnerable students and the role faculty played in supporting those students to succeed. This would require representation on the Senate of individual faculty with the commitment and skill to bring an equity agenda forward and the ability to work collaboratively with faculty, administrators, and students. When they returned from the convening, the team immediately identified faculty who could play such a role and put them forward as candidates in the upcoming Academic Senate elections. They employed traditional community organizing techniques and built allies among the faculty. That spring, they succeeded in electing a supportive president and a number of new officers in an election that turned out an unprecedented number of voters.

Without the trust that had been developed between team members, the team felt they never could have engaged in a deep enough level of dialogue and strategizing, nor supported each other through the important work needed back at the college, to execute their plans.

## Section 6: Assessing the Current Context for Our Work

Equity work can be understood through a broad lens that includes reflection on historical, social, and political experiences that shape an institution. Understanding the historical context for current work can deepen team members' understanding and appreciation of the contributions of your predecessors and your own current efforts. Collective reflection, understanding, and appreciation are key ingredients for sustenance over the long haul.

The tools in this section are designed to assist your institution in developing a shared perspective on institutional history and assessing the institution's current status. These activities will help to ground the team's work as you begin developing a shared analysis about the institution you are working to change, and the most appropriate and powerful strategies to help improve your work.

For colleges following the ESC Process, the tools in this section should be used during the Team Building and Understanding the Current Context for Our Work phase of the planning process.

The tools in this section include:

- **6.1:** *Organizational History Journey Map* supports college teams in reflecting on and documenting their college's historical approach to addressing issues of equity and student success.
- **6.2:** *Preliminary Analysis* supports colleges in analyzing their strengths and areas for growth related to how they have historically approached issues of equity and student success.
- **6.3:** *Mapping Our Existing Efforts to the ESC Model* is an ESC Process tool that can be used during the first Planning Team meeting. This activity will help the team to think about the *structural* and *cultural* elements of the college's current efforts to improve equity in student outcomes across the four levels of change. This activity includes a handout on the *ESC Model* and the *Four Levels of Change*.



## 6.1: Organizational History Journey Map

### Facilitator's Guide

### ESC Planning Team Meeting 2

**Time:** 1.5 hours

#### Purpose

History permeates and shapes the structure, practices, and culture of an institution. It is helpful for teams working for change to know the history of their institution's approaches to promoting equity and improvement, and to reflect together on the ways in which that history can inform their current change efforts. History mapping is a hands-on exercise designed to allow for meaningful sharing between individuals of different generations—including reflecting on societal evolution on the issue of equity.

#### Use of this Activity in the ESC Process:

This activity should be used during Planning Team Meeting 2 to support participants in creating a collective understanding of their history as an institution.

#### Goals

- Participants will collectively create a map of their college's history.
- Participants will engage in personal reflection.
- Participants will collectively consider how their college's history can be harnessed to deepen commitment and practices in improving outcomes for their most vulnerable students.

#### Materials

- Blank flip chart paper and markers

#### Facilitator Instructions

- 1 Give participants a few moments to think back over the entire history of your institution—as far back as your group has knowledge.
- 2 Using the flip chart paper and markers, have participants construct a timeline along which you can draw a historical journey map that traces your institution's evolution and development. The timeline should begin with the establishment of your institution and include important events and experiences related to the following:

##### Major Historical and Organizational Milestones and Events:

Note along this part of the timeline major events in your organization's history (e.g., founding date, first president and successors, changes in programs and/or curricula that seek to engage the changing demographics of students attending your institution's programs, a major initiative is launched, the date the community passed a bond providing funds for the campus to be expanded and new facilities built, etc.).

**Your Institution’s Experiences with Equity-Related Activities and Milestones:**

Note any important equity-related activities or milestones in the life of your institution (e.g., first president of color, first person of color hired as tenure track faculty, changes in student demographics, adoption of a diversity/equity policy, internal dialogues and workshops with an equity consultant, a new mission statement crafted to address diversity, staff of color quit in protest over a policy, etc.).

**Related Community Events, Issues, and Dynamics:**

Note along this timeline major events or episodes that put equity and diversity issues on the front burner in the service area or community of your institution (e.g., California’s passage of propositions 187, 209, and 227).

**Reflection and Discussion**

**Sample Guiding Questions for Small and Large Group Reflection**

- What can you now say about your institution’s journey in dealing with issues of equity? What patterns do you see?
- Have there been many starts and stops? Or has there been steady progress?
- Has work on equity been volatile at times?
- Was the journey impacted by external forces? Or was the journey mostly driven by internal leadership?
- Whose voices and actions were most critical to shaping that journey? Were there any power imbalance issues reflected in the priority given to one set of voices over others?
- Were there bad experiences within your institution that might result in resistance now to working on improvement efforts?

Once you have reviewed your institution’s history:

- Depict where you are now and provide some symbolic or metaphorical graphic representation for how completely you are supporting the needs and success of your diverse student body.
- Indicate how far you feel you have to go.

**Additional Sample Guiding Questions for Discussion**

- What does your history tell you about the openness to change in your institution? About the pace of change? About the nature of change?
- How might this history inform your institution’s work to develop new strategies and approaches over the next few years?
- What lessons can you gain from your analysis of your institution’s journey that will be helpful as you raise these issues within your institution?
- How can your organization benefit from past efforts?
- In what ways should your organization be careful to do things differently?
- What will ensure your work is meaningful and sustainable?



## 6.2: Preliminary Analysis of the College's Current Context for Change

### Critical Considerations

### ESC Planning Team Meeting 2

#### Purpose

Before embarking on any planning process aimed at improving outcomes for a college's most vulnerable students, college leadership should take the time to do a preliminary analysis of the college's current context.

This tool can be used to analyze the data created in using tool 6.1: *Organizational History Journey Map* and includes key questions to consider in your analysis. This analysis should include the participation of a diverse group of college stakeholders, including students and community members.

#### Use of this Tool in the ESC Process

This tool can be used as an extension of 6.1 *Organizational Journey History Map* to support in the Planning Team in deeper analysis of their current context.

- 1 What are some of your college's current strengths and assets? These include the college's human and other resources that are currently in place that can be readily and easily leveraged to support student success. An example could be an existing retention program that has been successful in supporting the college's most vulnerable students.
- 2 What are your current gaps and weaknesses? These include the challenges you face in supporting your most vulnerable students.
- 3 What are the urgent priorities for change needed to ensure that your most vulnerable students are successful in their academic pursuits?
- 4 What issues or concerns can be addressed fairly quickly? What leadership and resources would be needed to do so?
- 5 What issues or concerns require further research, strategizing, and consensus building to address? What leadership and resources would be needed to do so?
- 6 Who else might you need to engage to address these issues? How can they be included in these efforts?





## 6.3: Mapping Our Existing Efforts to the ESC Model

### Facilitator's Guide

### ESC Planning Team Meeting 2

#### Purpose

This tool is designed to assist teams in assessing their college's current efforts to improve institutional functioning and student success. It can be used in tandem with tool 4.1: *Reflecting on the Strength of Our Strategies and Approaches* to provide a more robust view on the strength of your existing efforts. Teams should use this tool when they have a specific line of inquiry or focus question they are considering. A focus question can be developed by using tool 8.1: *Developing a focus question*.

For example, one college's focus question is:

*How do our strategies in outreach, intake, interaction, and completion affect student success, especially for those at possible risk of failing or dropping out?*

Your question may be similar or could be more targeted than this one, and focus specifically on outreach or interaction, for instance.

#### Use of this Tool in the ESC Process

This activity should be completed by the Planning Team in their second meeting as part of *Stage 1: Teambuilding and Understanding the Current Context for our Work*.

#### Goals

- Map your institution's current efforts, initiatives, etc. to the ESC Model's **Four Levels of Change**: 1) *organizational policies and practices*; 2) *campus environment and political climate*; 3) *approaches to access, supports, and opportunities* for students; and 4) *student outcomes*.
- Assess the general efficacy of each effort.
- Explore the structural and cultural dimensions of each effort.
- Create a beginning shared picture of the institution's current efforts around equity and student success.

#### Materials

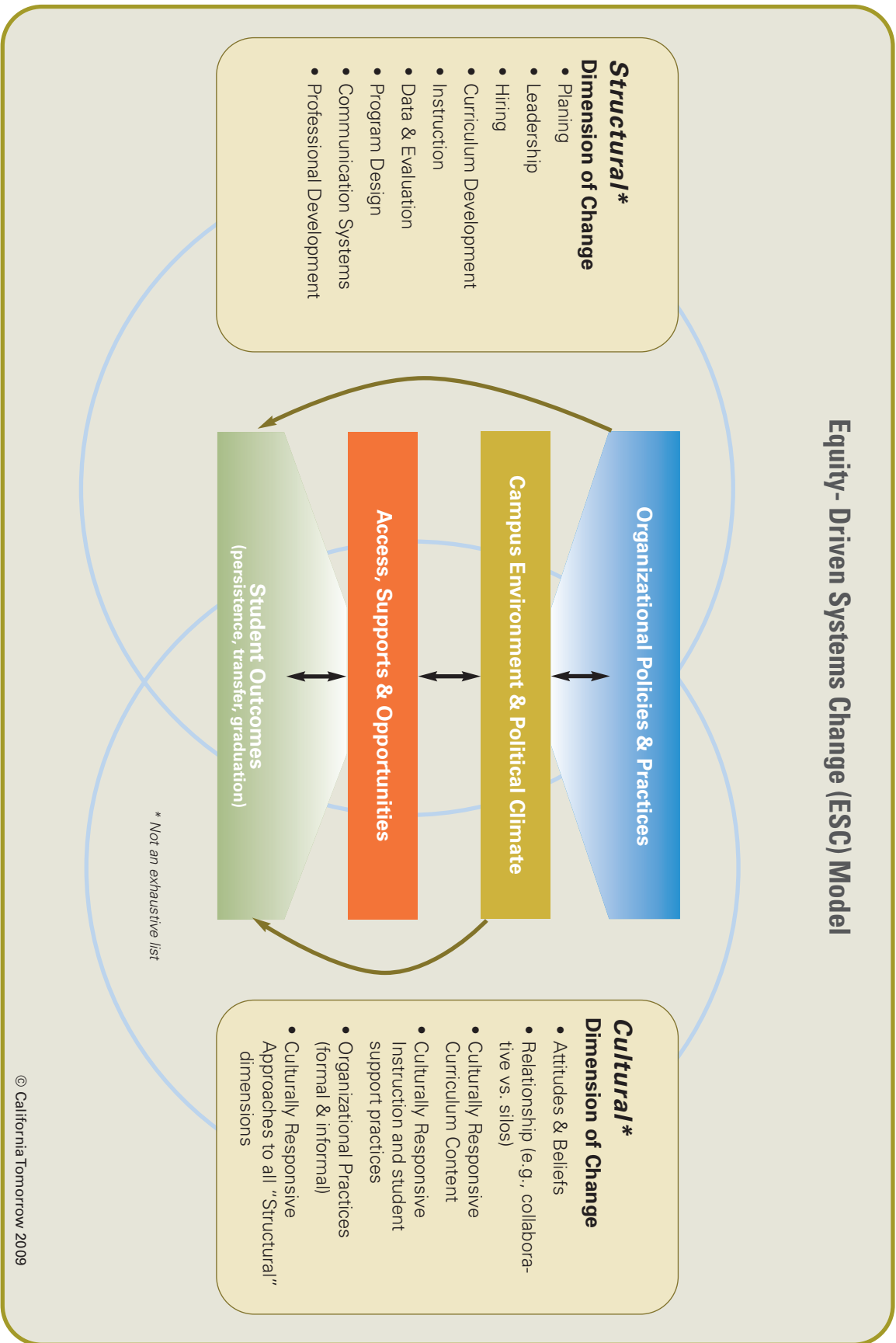
- Posters of the *Equity-Driven Systems Change (ESC) Model* for each group (on page 96)
- Copies of the *Four Levels of Change* participant handout for each participant (on page 97)
- Blank flip chart paper for each group
- Colored markers for each group
- Tape to hang the paper on the wall

## Facilitator Instructions

- 1 Divide team members/participants into **small groups** of three to five people. Creating small groups with people who do not know one another well or do not work together frequently is ideal.
- 2 Ask each group to assign someone to record the group's discussion and decide who will report out to the whole group.
- 3 Review the **inquiry area or focus question** that the group is trying to answer through their planning process and ask for any clarifying questions.
- 4 Remind participants of the *Ground Rules for Authentic Dialogue* (in the Team Building section of this Toolkit, tool 5.1) because there may be differences in opinion and it is important for everyone to remain open, engaged, and reflective.
- 5 On flip chart paper, ask the small groups to list all the activities and strategies the institution is currently using to address the focus question/inquiry area. Be as specific as possible. For example, if your institution has a Basic Skills Initiative, don't simply list the Initiative; list the actual things that the initiative includes, such as learning communities, intrusive counseling, etc.
- 6 As the small groups discuss, remind them to listen for similarities and differences in perspectives.
- 7 Next, ask participants to individually brainstorm where they think the strategies they have identified fall along the Four Levels of Change, using the handout provided.
- 8 Have participants choose a post-it note color for each strategy, based on the rubric below. After writing the strategy on the post-it note, participants should stick the post-it on their ESC Model based on where they think it fits along the Four Levels of Change. Participants can use the following post-it note color coding to indicate how well they think each effort is going:
  - Just beginning – yellow post-it
  - Going well – green post-it
  - Not going well – red post-it
  - Don't know/Not enough info – blue post-it

- 9 Now have small groups discuss the *structural* and *cultural dimensions* of each activity or strategy. For example, if one of their strategies is learning communities:
- the structural dimensions include how students sign up for or are assigned to a learning community, what kinds of learning communities are in place (such as for veteran students or first-time college-goers), how faculty are assigned, etc.;
  - the cultural dimensions include the specific sets of skills in culturally responsive practice required of faculty and staff; attention to how relationships are built and maintained among students and between students, faculty and staff; and the values used to design the learning communities.
- 10 Have each small group report out on:
- Highlights from their discussion
  - Anything that surprised them in their analysis of the success of their activities and strategies, and the structural and cultural dimensions of their efforts
- 11 Lead the large group in a discussion using the following questions:
- Where are there similarities and differences across the small groups?
  - What do these conclusions say about where the institution is focusing its efforts around equity and improving student success?
  - How does your analysis of how well these efforts are going relate to their structural and cultural dimensions? Are there things that could be changed in either of these dimensions that could impact the efficacy of the strategy or activity? Why?
  - What more do you want to know?
  - What are the implications for our planning process? (*Develop next steps during the discussion for each implication.*)
  - Is our focus question still the right one?
  - Is this process useful/helpful so far? If not, what would make it better?

### Equity-Driven Systems Change (ESC) Model



## 6.3: Mapping Our Existing Efforts to the ESC Model

### The Four Levels of Change

#### ORGANIZATIONAL POLICIES & PRACTICES

- Leadership
- Teaching and Learning
- Planning and Budgeting
- Data and Evaluation
- Human Resources

#### CAMPUS ENVIRONMENT & POLITICAL CLIMATE

- Reflection on Campus Climate, Culture, Norms, Values, & History
- Reflection on Community and Political Context and Implications for the Institution
- Communication Systems
- Facilities
- Engaging with Student Groups

#### ACCESS, SUPPORTS, & OPPORTUNITIES

- Outreach
- Admissions
- Orientation
- Academic Supports, Counseling, and Advising
- Equipment, Technology, and Infrastructure
- Financial Aid
- Initiatives (*for example, in California: Basic Skills Initiative, First-Year Experience, etc.*)

#### STUDENT OUTCOMES

- Course Completion
- Advancement from Basic / Developmental / Remedial Courses
- Persistence
- Graduation
- Transfer

## College of the Sequoias: Uniting Multiple Initiatives

“The ESC Process helped us recognize many of the successful programs and initiatives that we were already doing that addressed the cultural aspects of change. There were documented elements of success from those programs, but the process brought that information out to a larger audience.”

– Frances Gusman, Vice President of Student Services,  
College of the Sequoias

When the College of Sequoias (COS) Planning Team mapped their campuses’ current activities using the ESC Model, they discovered that the campus was currently involved in over 25 initiatives aimed at improving student success. Through the dialogue that followed, they realized that even among Planning Team members, there was little shared knowledge of the various programs and initiatives underway at the institution. Additionally, when individuals began to discuss the programs and initiatives they were personally involved in, they found that many of the initiatives had similar goals and activities but rarely communicated with one another to share strategies and best practices.

The mapping process highlighted the need for a common vision of student success that could unite the colleges’ multiple student success initiatives and provide alignment across those initiatives’ activities and services. When the Planning Team began developing strategies, they were clear that their strategies should aim to improve and integrate efforts already underway, rather than develop new initiatives. By the end of the planning process, they had successfully aligned their strategies with the college’s strategic plan, student equity plan, and program review processes, clearly articulating how the plans worked together to ensure success for their most vulnerable students. This effort demonstrates how equity and student success can become the centerpiece of a college’s institutional planning efforts.

### College of the Sequoias: Outcomes of Analyzing the Current Context for Change

Here is a summary of one college’s analysis of their current context for change. This analysis and dialogue set the stage for a common understanding among Planning Team members of the challenges they faced and some of the college’s strengths they could build on. It was also shared across the college community to inform others of the work of the Planning Team and spark dialogue in committees and departments beyond the Planning Team.

#### *Current Issues*

Many on the COS Planning Team were concerned about low student success, retention and persistence, as well as inadequate access to technology for some students. There was also concern that some faculty, staff, and administrators did not understand the realities COS students face, or their needs. For example, there was a need for more intervention assistance for those students who drop out, as well as more supplemental instruction. With regards to faculty, survey respondents were concerned about faculty burnout, increase in loads, and isolation from one another. There was also a concern that some faculty were resistant to change. Finally, they worried that faculty were not utilizing or didn’t have access to strategies, tools, and resources to

best support underprepared students to succeed in their classes, and had few opportunities to discuss pedagogy.

### *Barriers to Success*

Many team members saw the biggest barrier as a lack of individual and institutional will to effect change. They felt that without large-scale campus buy-in to change, supported by a clear vision and understanding of how that vision is directly useful to individuals, any attempts to make significant change would not have large-scale or long-term impact. There was a clear desire for more interest and contributions from individuals not currently involved in new proposals or programs in order to “catch fire.” But there was also an acknowledgement of a perception on campus that there was already individual and institutional over-commitment to current activities. With regards to faculty, one respondent felt that the potential of the Basic Skills Initiative students was not being recognized by all instructors, and that some faculty lacked knowledge of alternative pedagogical strategies. Other barriers mentioned included entrenchment amongst the college’s various divisions, insufficient student engagement, and lack of funding and time.

### *Opportunities to Build Upon*

Planning Team members acknowledged that COS built good momentum through joining the Achieving the Dream Initiative. They felt there was a general interest in developmental education, strong support for Basic Skills among members of the Essential Learning Initiative (ELI) Steering Committee (the college’s Basic Skills committee), strong leadership for the new Title V grant, and a positive launch of a Teaching and Learning Center with incentives for faculty development. One member felt that the budget crisis provided an opportunity to start doing things differently, and that by generating excitement for new initiatives, the institution could create a willingness to accept change. Another believed that many faculty care about students and are interested in learning ways to better support students. Others cited equity opportunities at COS, including learning communities, student success courses, programs designed to focus on student retention<sup>14</sup>, an academic preparation program for low-performing students<sup>15</sup>, and a current collaboration with local high schools through Cal-PASS<sup>16</sup>.

### *Other Efforts on Campus*

When asked what other efforts this work should be tied to, participants mentioned the Basic Skills Initiative, the First-Year Experience Program, Distance Education, retention programs, and Financial Aid. At the level of institutional planning, they mentioned the strategic planning process, the work of the Student Equity Committee and Student Equity Plan, and the institution’s participation in the California Leadership Alliance for Student Success (CLASS) Initiative. Also mentioned was a pending grant to support supplemental education, the tutoring centers, and faculty development.

### *External Factors*

External factors that the Planning Team felt they should be aware of in their planning were related to reductions in funding due to the California state budget crisis and the realities that students face every day in their lives, such as family and work responsibilities. Other factors mentioned included changing socioeconomic demographics in the community, accreditation, and the high school articulation process.

## Section 7: Student Voice and Engagement in Institutional Change

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“Before our student surveys, I thought most students had computers and access to technology, but now I’ve found out that this is not the case. Now, I don’t take for granted that everybody has a computer at home, so I make sure to at least share with them where to go if they need a computer. I try not to make assumptions anymore.”

– Meng Vang, Counselor, College of the Sequoias

Student voice and engagement play a critical role in providing faculty, staff, and administrators with a deeper understanding of how students experience the institution, as well as what the realities of their lives are like outside of the institution’s walls. For our most vulnerable students—low-income students of color, immigrant students, and first generation college-goers—this reality often includes working part- or full-time jobs, taking care of family responsibilities, previous academic struggles in school, facing language barriers, and experiencing financial stress.

Student voice and engagement in institutional change efforts can take many forms, from including student focus group and interview data in the analysis of factors contributing to low student success to setting up a student panel for key decision-making bodies at the institution, to engaging students as full participants in efforts to develop long-term institutional student success agendas.

Student voice is a critical component of any effort to create change at an institution aimed at improving the experiences of students and positively impacting their success. Student voice provides faculty, staff, administrators, and community members with important information about the unique experiences of students on their campus; helps to shed light on the assumptions and biases individuals may hold about students’ experiences, capacities, and investment in their education; and helps provide important guidance to educators on how best to improve their practice to support student success.

Whenever students are involved in a cross-stakeholder group that includes faculty, staff, and/or administrators, it is essential that they feel safe to speak about their personal experiences both in and outside of the classroom, and to share their thoughts and opinions about how well the institution is meeting their needs and supporting their success.

In order to create safe space, it is the responsibility of the faculty, staff, and administrators in the group to recognize the inherent power dynamic that exists in the room: for example, the fact that faculty, staff, and administrators have the power to influence any particular student’s grades or course choices at the institution. Faculty, staff, and administrators must work together to acknowledge that dynamic and help mitigate it in the context of an equity-driven planning process. It is important to be aware that because this power dynamic is structurally reinforced in multiple ways and at multiple levels, it can only be mitigated; it cannot be completely eliminated.

### Tools to Support Student Voice and Engagement

The tools in this section are designed to support community college practitioners to hear and reflect on the voices of students so they can better understand student experience and make more informed decisions. These tools also help colleges more meaningfully engage students as partners and participants in the institution’s change efforts.



For colleges following the Equity-Driven Systems Change (ESC) Process, the tools in this section should be used during the *Team Building and Understanding the Current Context for Our Work* phase of the planning process.

- **7.1: *Recruiting, Orienting, and Supporting Student Participants*** includes considerations for committing to meaningful student engagement and identifying students to participate in change efforts. This tool includes a *Sample Student Leader Orientation Agenda* and a *Sample Student Leader Work Agreement*.
- **7.2: *Pre-Meeting Reflections for Staff, Faculty, Administrators, and Community Members*** supports faculty, staff, administrators, and community members to best engage students as equal participants in their planning meetings. It should be shared with and used by all meeting participants prior to the first meeting in which students are in attendance.
- **7.3: *Creating a Welcoming Environment*** supports those facilitating change processes in creating a welcoming environment for students to meaningfully participate as members of a Planning Team.
- **7.4: *Ten Tips for Meaningful Student Engagement*** supports faculty, staff, administrators, and community members to meaningfully engage students in dialogue within a meeting setting.
- **7.5: *Grounding in the Voices of Students*** includes two variations, a warm-up activity, and a more in-depth exploration of the experiences of students shared through quotes from California Tomorrow's 2003 publication *California's Gold: Claiming the Promise of Diversity in our Community Colleges*.



## 7.1: Recruiting and Supporting Student Participants

### Critical Considerations



### Purpose

Any robust institutional change effort should include the active participation and engagement of students. Students bring their unique perspective and experience to the planning process that no one else in the room can directly speak to. They also often help to shed light on underlying assumptions and biases that may be coloring the way others perceive the issues they are seeking to address, see, and talk with respect to data or developing solutions. As society changes, each generation of students faces new experiences and we cannot accurately sum up the experiences of another generation.

### How to Use This Tool in the ESC Process

Individuals leading the change effort should work closely with the Design Team to review and discuss these critical considerations in order to identify potential student participants for the Planning Team and determine who, either from the Design or Planning Team, will take the lead in recruiting, orienting, and supporting student participants.

### Committing to Meaningful Student Engagement

Before recruiting student leaders to participate, it is important that the institution be clear about its commitment to engage students meaningfully. This commitment often includes:

- Assigning a skilled and culturally competent Institutional Liaison from the Design or Planning Team who will recruit, orient, and support student leaders throughout the planning process.
- Offering a stipend to student leaders to honor their time and show that the institution values their contribution.
- Signing a Work Agreement with clear expectations for participating and the consequences if students are unable to meet those expectations. A sample work agreement is provided on page 104.
- Providing the students with an orientation prior to their first meeting. On page 103 is a sample agenda for orienting student leaders. This meeting should be facilitated by the Institutional Liaison. The purpose of the orientation is to build rapport with the students, share information about the process they are joining, share with them their roles and expectations, and provide an opportunity for them to ask questions.

### Recruitment and Support

It is important to consider the following when choosing student leaders to engage in your institution's change efforts:

- Instead of going to the “usual suspects,” such as the president of the Associated Student Body or the student representative on the Board of Trustees, consider engaging students who are not necessarily in a formal student leadership role at the institution. These students are often found actively participating in the college's various retention programs or volunteering as a tutor at the Student Learning Center. If you are an administrator and have more limited connections with students, ask counselors or faculty who they recommend.
- Even in a small committee of 15 people or less, choose at least two student leaders to

## Section 7: Student Voice and Engagement in Institutional Change

participate. Participating in meetings with faculty, administrators, and staff might be a new experience for some students, so it is important that they have another student they can share the experience with and get support from. For groups larger than 15, consider a student to faculty/administrator/staff ratio of 1:5.

- Be sure to choose student leaders who adequately represent the various ethnic, racial, cultural, gender, sexual orientation and socioeconomic diversity of your student body. Also consider their full- and part-time status, years at the institution, whether they are a first-generation college student, and whether they are a new or returning student.
- When discussing the possibility of participating with potential student leaders, be clear with them about the level of commitment being asked of them and discuss how they will balance this commitment with their classes, work, family responsibilities, etc. It is important that they feel supported in making the decision whether or not to participate based on the circumstances

College of the Sequoias  
Student Participant Orientation  
Thursday, December 3, 2009  
3–5pm  
Room 112

### Agenda

Welcome and Introductions – 20 minutes  
Overview of the Planning Process – 20 minutes  
Hopes and Concerns About the Planning Process – 30 minutes  
Student Leader Roles and Expectations – 20 minutes  
Role of the Institutional Liaison in Supporting Student Leaders – 10 minutes  
Review and Signing of the Student Leader Work Agreement – 10 minutes  
Next Steps and Closing – 10 minutes





## 7.2: Pre-Meeting Reflections About Our Students

### Participant Handout

#### Purpose

This tool supports faculty, staff, administrators, and community members to best engage students as equal participants in their planning meetings. It should be shared with and used by all meeting participants prior to the first meeting in which students are in attendance.

#### How to Use This Tool in the ESC Process

This tool should be used by faculty, staff, administrators, and community members on the Planning Team prior to the first Planning Team meeting.

#### Reflection Questions

Take some time to reflect on the following:

- 1 What was my own experience as a student? How was I supported to feel safe by those in positions of authority? What negative experiences did I have with those in authority? How did those experiences impact me?
- 2 When I think about our students, what images or impressions come to mind? What do I believe our students are capable of? How do I support them in achieving success?
- 3 What underlying assumptions or biases about our students might I be bringing into this meeting? How can I be aware of these assumptions as I participate with students in creating institutional change?
- 4 How might my position or title potentially impact students, those who may report to me or those whom I supervise?



## 7.3: Creating a Welcoming Environment

### Critical Considerations

#### Purpose

This tool is meant to support those facilitating the change process in creating a welcoming environment for students to meaningfully participate as members of a Planning Team.

#### How to Use This Tool in the ESC Process

This tool should be used by those facilitating the Planning Team meetings before the process begins.

#### Tips and Strategies

Here are some ways to create a welcoming environment for students:

- Distribute tool 7.2: Pre-Meeting Reflections to all faculty, staff, administrators, and community members participating on the team, with a clear expectation that they take the time to use the tool for personal reflection prior to the meeting.
- Schedule meetings at a time of day that works best for students' schedules. If possible, check student availability prior to the meeting to ensure they can attend.
- Call, e-mail, or text students with reminders of the meeting time and place, and what they should bring.
- Use name tags with first names only and avoid using titles, as this can sometimes alienate students.
- Make time for introductions and an icebreaker activity so that all participants can meet, hear from, and share a little bit about themselves with each other.
- Create an agreed-upon set of ground rules for authentic dialogue. A sample set of ground rules is provided in Section 5.1 on page 78.



## 7.4: Ten Tips for Meaningful Student Engagement

### Critical Considerations

#### Purpose

This tool is meant to support faculty, staff, administrators, and community members to meaningfully engage students in dialogue within a meeting setting.

#### How to Use This Tool in the ESC Process

This tool should be reviewed by faculty, staff, administrators, and community members on the Planning Team prior to the first Planning Team meeting.

#### Supporting a Rich Dialogue with Students

During large and small group discussions, remember to:

- 1 Encourage students to contribute their thoughts, feelings, and experiences.
- 2 Ask students directly for their input during dialogue.
- 3 Listen closely to what students share, while being aware of any underlying biases or assumptions that may arise for you as you listen.
- 4 Ask clarifying questions when you don't understand something students are sharing.
- 5 Avoid language that draws conclusions about the experiences of students.
- 6 Make any necessary accommodations for students so that they may participate more fully (such as clarifying jargon, defining acronyms, etc.).
- 7 Facilitate a common understanding of what is being discussed by periodically checking for understanding.
- 8 Support one another as you watch and experience each other in dialogue with students by engaging in the dialogue and providing feedback to each other about what you saw and heard.
- 9 Recognize that student leaders do not speak for the entire student body.
- 10 Thank students for their commitment and engagement, and remind them of the importance of their participation.



## 7.5: Grounding Ourselves in the Voices of Students

### Facilitator's Guide

### ESC Planning Team Meeting 1

#### Variation 1: Warm-Up Activity

**Time:** 30 minutes

#### Purpose

This activity is designed to support community college practitioners to reflect on the experiences of community college students by sharing with and listening to real student quotes. As a warm-up activity, participants work in pairs to explore how the experiences of the students shared in the quotes compare with their own experiences as students, and the experiences of students at their institution. This is a starting point for ongoing conversations about student experience and the implications that a deeper understanding of student experience can have on a college's planning and decision-making.

#### How to Use This Activity in the ESC Process

This is a great warm-up activity for the Design Team and/or Planning Team at the beginning of the planning process.

#### Goals

- Participants hear about and reflect on the experiences of students and how those experiences compare to students at their own institution.
- Participants more deeply understand the experiences of students.

#### Materials

- Student quotes provided on page 111 and cut along dotted lines so that they can be easily distributed to participants

#### Facilitator Instructions

- 1 If the group is small, give a quote to every person. (Otherwise, pairs or small groups can share quotes.)
- 2 Break people into pairs and have them read their quotes to each other.
- 3 In pairs, ask participants to discuss the similarities or differences they encounter in their students' experiences at their own college, as compared with the quotes they shared with one another.
- 4 Reconvene the large group and ask the group to share any questions or impressions that struck them about the quotes they just heard.
- 5 Ask participants whether, and if so, why they feel it is important to be grounded in the voices of students and what implications this has on their work.



## Variation 2: Digging Deeper

**Time:** 1 hour

### Purpose

This activity is designed to support community college practitioners to reflect on the experiences of community college students by sharing with and listening to real student quotes and exploring the obstacles students at their own institution face, approaches that can be used to better support students, and what college leadership can do to improve the experiences of vulnerable students.

### How to Use This Activity in the ESC Process

This activity can be incorporated into the process of data gathering and analysis using real student quotes from focus groups or interviews conducted as part of the Planning Team’s inquiry process.

### Goals

- Participants hear about and reflect on the experiences of community college students
- Participants consider the obstacles students on their own campus face, approaches to supporting students, and the role that college leadership could play to improve the experiences of the college’s most vulnerable students

### Materials

- Student quotes provided on page 111 and cut along dotted lines so that they can be easily distributed to participants or student quotes from the institution’s own data-gathering activities
- Bell or “talking stick”

### Facilitator Instructions

- 1 Pass out the student quotes to different people around the room.
- 2 Ask each person to read their quote out loud so that all participants can hear. To support participants in having a chance to hear and briefly reflect on each quote, be sure to make some space between each reading. This can be done by ringing a bell to signal the beginning of the next reading or using a “talking stick” that is held by each reader while they are sharing their quote and returned to the facilitator between readings, to pass to the next reader.
- 3 Break the groups into pairs or groups of three, and have them answer the following questions:
  - What percentage of your students are facing obstacles similar to those expressed by student voices we just heard? How do you know?
  - What are some of the approaches you are already using in your classrooms to respond to the needs voiced by students you just heard?

## Section 7: Student Voice and Engagement in Institutional Change

- What could/should campus administration and faculty leadership do to better support your efforts to improve success among your most vulnerable students?
  - What else could you be doing to further support the needs of your diverse students?
- 4 Return to the large group and ask small groups to summarize their discussion with the larger group.
  - 5 Ask the group to share additional questions or insights that are emerging for them from the discussion.
  - 6 Chart any significant agreements about next steps.



## 7.5: Grounding Ourselves in the Voices of Students

### Student Quotes<sup>17</sup>

I always wanted to go to college because I was going to be the first in my family to do it. I wanted to show my father and myself that I could do it—and] show my father that he did a great job with all his hard work raising me. That was my original goal. So it's important. I'm not just doing this for me. I'm doing it for my whole family.

**Latina (Mexican) female immigrant student, 25, goal AA, child development**

CUT HERE

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I thought I'd have to be a genius to transfer – I thought that it wouldn't happen for me. It would happen for somebody else, but not for me. I wasn't smart enough to transfer to a four-year college or anything like that. I had very little self-esteem when I started here, didn't even know how you would do it or how long it took. Until instructors started talking to me, you know, saying, "Later on you should start looking into a four-year university." [I thought] is she really talking to me? I had no idea I had the potential. It's the first time any teacher ever encouraged me or thought I was smart!

**Latina student, 42**

CUT HERE

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When I got divorced, I had to have my husband's permission to bring the kids to California, so I got it [but] then he has done nothing but fight through court, dirty tricks, everything. The regular counselors here at community college, they are wonderful, they have really helped me. They let me talk to them, they helped solve the problems. There are no words for it. They have bent over backwards, gone the extra mile. One day my counselor came out and found me—I was just wandering around campus, crying—and the counselor goes, "Well, we didn't finish that little problem." So she got me, took me back, and said, "Let's get this finished." And I would have quit. I would have quit that day, but she found me.

**Native American/White/African-American female student, 35**

In Puente [a support program], we have group discussions about how people feel. After we talk, it's like, "Wow, I didn't know she was going through that, I'm going through that too." It's pretty awesome. When I hear that my fellow students are having the same problems I have, actually I don't feel so bad after all. I'm not the only one, and some people are going through worse things. To deal with it, you get as much help as you can, you find the people who can help, and you keep going to them and keep going to them—that's what's getting me through.

**Latina student, 40, goal AA, transfer, liberal arts**

CUT HERE

Well, let's just say a typical day for me right now: I'm going to work from 7:30 in the morning until 4:00. I drive straight here. I have my lunch here and then after that I go to class from 5:30 to 7:30, and from there I go home. I say good night to my wife and study a little bit, get ready for bed. That's basically it. Saturday mornings I come to school and then Saturday evenings I'm studying, so that only leaves me with Friday [evening], which I have to go to sleep early so I can get ready for Saturday. That leaves me with Sunday so I can sometimes go to church and do my own little thing, open mail and things like that. As long as nothing goes wrong, as long as everything goes smoothly, it works for me. But I tell you, I'm tired!

**Latino male student, 29, goal AA, transfer, labor studies**

CUT HERE

I told one of my teachers when she did not see me with the book in class, "I don't have money left to pay for books." When you think about it, it is something bad. I'm in class but I don't have books because I don't have money. I understand that many people come into this country, they come with money. They are most of the time the son of a rich people. In my case, I don't have family. I don't have parents. I'm trying to apply for residence now, but I know all the trouble I will go through. To have an education, you have to sweat all of the blood out of you. I think that maybe in the future something else should be done so students like me can have a better time trying to go to school.

**African male immigrant student, 26, goal AA, speech therapy**

Transportation is a little bit difficult. If you miss your bus, you have to wait a full hour to get a second bus. They only come every hour and it's not really evenly on the hours either. So if you miss the bus and are due for a class, you have to hitch-hike, and I don't think that is safe for the students. I think a lot more people ended up dropping a course because the transportation was so bad. If someone has enough money to have a car, there's no problem. But most of us have to take the bus. Sometimes I panic about getting to that bus.

CUT HERE

**Native American & White female student, 19, goal AS, transfer, marine biology**

One of the teachers would make negative comments about African Americans and Latinos, to the extent that we would feel disconnected in the class. One time, he asked, "Would it be okay to give a speech if you are disturbing the public?" Someone replied, "Well, it depends." And he said, "Well, Martin Luther King was disturbing the public with all of those people down in Alabama and all in the restaurants and all of that stuff." He was very serious. He was calling that a disturbance. And then one time, this Hispanic girl and I said we wanted to work in the Los Angeles area with poor children and really help them excel in school. And he said, "If you want to live in a combat zone." He says this derogatory stuff and other students will laugh. The other girl and I looked at each other. We felt really, really down about that. Why would someone say stuff like that? I asked another professor if I should say something. But I decided not to. He had been here for 30 years. He had tenure. No way my little comment would mean anything. But I felt disconnected in that class and it made me feel like I didn't really want to associate with anybody.

**African-American female student, 24**

CUT HERE

In terms of financial aid, it has been even more difficult because there is no one there that speaks Spanish. So my mother and I fill out the forms as best we can (some forms are in Spanish), then we turn them in. Usually, they will be mailed back to us with marks on where we filled them out wrong, but there is nobody there to help us figure out how to fill them out right. Some students don't get aid because they can't do the forms.

**Latina (Mexican) immigrant female student, 23, goal is to learn English**

I don't know anyone on campus, just the people in my class. I got along really well in my other class. This one, I'm just starting to know people. I do feel a little out of place because I'm older compared to most of the students. I say hi to students and they don't say hi back.

**Native American & Latino male student, 36, goal certificate automotive technology**

CUT HERE

Sometimes lack of daycare makes it hard for me to get here, and if the daycare cancels—they can't make it that day or they can't stay open in terms of emergency or something—then I have to stay home.

**Latino male student, 21, goal AA transfer, psychology**

CUT HERE

They [faculty] just made me feel a bit more comfortable, that they had sympathy. I didn't make it a habit to leave their class, only if it was absolutely necessary and they didn't make me feel bad that I couldn't go. They said, "If you really need to..." They gave me the choice. I like that, you know? So they kind of like raised me in the school.

**African-American female, 39, goal AS transfer, business information technology**

CUT HERE

I had a writing strategies class last year. The teacher was really set in her way. One day I had to miss class. I called this teacher and left a message on her mailbox saying that I had to miss this day for a certain reason. She called my cell phone back, screamed at me a lot, and told me never to come back to her class, and that if I did, she would flunk me no matter what. So I ended up dropping her class.

**African-American male student, 34**

## Section 7: Student Voice and Engagement in Institutional Change

It is terrible. I have a full-time job, two kids, and then housework and everything. I had a test today. Yesterday I had three baskets of laundry and my car wasn't running. So the first thing I did was take my car into the shop. I got it done by mid-day. I went back, I went to the laundromat, I went to pick up my kids, and then finally I got some time to study. And then I got here in the morning. I rushed over there. Thankfully, my English teacher, my first class from 8:00 to 9:30, we just came and picked up our test results and she said we could leave. So I had an hour to study. Thank God! And then finally at my test, I did good. I know I did good! But it was a struggle yesterday. And it is like that every single day.

**Asian (Chinese) female student, 26, goal AA**

CUT HERE

Three years ago I came from Taiwan to this country. My English was so poor, I hardly can understand. The first day when I registered, I looked at the stack of application forms, and I was so confused. I didn't know how to do it. I just stood in the office for about 20 minutes. Suddenly a staff spoke to me in Chinese. "Can I help you?" he asked. I was so surprised that someone can help me in my language. Of course he solved all my problems for registration. Now if I have any question about school, I always ask for his help. He is nice and willing to help people. I am so lucky.

**Chinese female student, 25, goal AA, transfer, computer science, 3 years in U.S.**

CUT HERE

I was really having a lot of difficulty. Then a counselor I talked to when I was trying to drop the semester really helped me to understand that it didn't have anything to do with my intelligence, just my ability in understanding and writing English. Because of her advice, I was able to see the benefit of first taking ESL classes to build my skills in English and then transitioning to the regular classes. Since then, I have been doing much better.

**Mexican female student, goal to become a teacher, 10+ years in U.S.**

CUT HERE

I don't think [faculty and staff] are aware of what it is like to be an immigrant. I have a little problem with English. I am not very used to these objective questions so I find it difficult to answer those questions, but when it is an essay question I realize I do much better because most of the questions in my country are essay questions, not multiple choice.

**Ghanaian female student, goal registered nursing, 4 years in U.S.**

**CUT HERE** .....

She embraces difference and she brings them up—an African American would do this or a Hispanic would do that or a Laotian would do this [raising children]. In some classes they see everybody as one race. But in working with teachers like her, there are different colors and different cultures, and they are all good. She embraces diversity. I thought that was neat.

**Latina female student, 29**



## City College of San Francisco: Students and Faculty Partnering for Change

In the 2008-2009 academic year, the Diversity Committee at City College of San Francisco worked collaboratively with students to develop and pass the college's current *Student Achievement Gap and Racial Equity Resolution*, an unprecedented policy addressing the institution's achievement gap. Faculty, the Diversity Committee, and a dedicated group of students called the "SF Equity Group" worked together to pass the Equity Resolution. The development and passage of the resolution demonstrated the impact that a strong coalition between students, administrators, and faculty can have on creating equity-driven policies across an entire institution.

In the fall of 2008, as a result of working with California Tomorrow, faculty brought the SF Equity students together to begin to look at the institution's disaggregated data on student success in an attempt to better understand the achievement gap between African-American, Latino, specific Asian/Pacific Islander students, and White students.

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"The discussions about student success have become more explicit and in the forefront of the college culture, and because of the resolution those conversations will continue to be at the fore, which is one of the biggest gains. That happened because together with the students, we brought the issue forward and we talked about it."

– Hal Huntsman, Math Faculty Member and  
Academic Senate President, City College of San Francisco

As a result of reviewing the data and dialoguing with faculty about the historical struggles the institution had faced in pursuing an equity agenda, students began to ask questions about the institution's commitment to ensuring success for its most vulnerable students and began crafting recommendations for how the institution might make such a commitment. With the help of faculty allies, those recommendations became the beginnings of the Equity Resolution, which asked for: committed leadership on the part of the Chancellor and Board of Trustees; robust disaggregated data collection and analysis; annual reporting; internal and external input and collaboration; assessment; training; and ongoing planning around ensuring equity. A number of faculty supported students by helping them bring their recommendations to the attention of the Chancellor, who was then able to bring them to the attention of the Diversity Committee. After the Diversity Committee adopted the recommendations, students were able to garner the support of a trustee to sponsor a resolution at the board level.

The SF Equity students then began the long and arduous process of taking the resolution through the institution's shared governance procedures, which included passage by the Academic Senate, Associated Students, and the College Advisory Committee. With the support

of the new Academic Senate president, they presented multiple drafts of the resolution to the Senate and engaged in dialogue about the details of the resolution. With each presentation came a different set of revisions to the resolution by Senate members. At times the process was far from glamorous, as some Senate members questioned the authenticity of the resolution and whether it had truly come from students. But as students attended more meetings and as support for the resolution grew, so did their conviction, eloquence, and ability to answer tough questions about details of the resolution. With the support of the Academic Senate and other shared governance councils, as well as the support of the American Federation of Teachers Executive Board, the resolution finally went to the board of trustees and was passed unanimously on April 30, 2009.

By emphasizing a student-centered approach to change, CCSF was able to directly address biases and assumptions about students. This strategy addresses potential biases and stereotypes by bringing the experiences and perspectives of students by students directly into the spaces in which important decisions are being made about a college's key approaches to change, such as data collection and analysis. In those spaces, assumptions and biases about students' knowledge, skills, and capacity can have a harmful impact on the outcomes of decisions and on students feeling accepted and connected.

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“My favorite moment was watching (students) at the last, marathon Senate meeting; they handled every question thrown at them by the faculty. By this point, they were more than capable of holding their own and it was a powerful thing to watch, considering all of the power and privilege that was in that room. For me, one of the most rewarding things about this work is moments like that. They're not only life-changing for students, but as an educator, you never see students the same after an experience like this.”

– Sue Homer, Political Science Faculty Member,  
City College of San Francisco

With students involved in the process at all stages, they were available to advocate for themselves, make specific requests of the institution, and directly answer questions regarding student experience and how a decision could impact them. Additionally, the students brought a sense of urgency to the passage of the Equity Resolution, by asking faculty, administrators, and trustees to commit to making the changes outlined in the resolution within their academic careers at the institution.

There are many lessons to learn from CCSF's involvement of students in their change process. For meaningful student engagement, colleges must consider the barriers students face, from the times that meetings are scheduled to how students experience the meetings. Planners must

consider whether faculty feel comfortable engaging in dialogue with students about issues of student success, and ensure that training, supports, and resources are put in place for both faculty and students to authentically engage with one another. Additionally, it is important that institutions interested in engaging students in change processes provide students opportunities to build their own understanding of institutional structures and policies, as well as build critical thinking and reflection skills so that they may successfully navigate the college's often complex political environment.

When leaders at the governance level are not accustomed to engaging with students at the organizational decision-making level, there is the danger that they may overreact to the passion and energy that students can bring to critical issues. Therefore, it is helpful for leaders to participate in facilitated shared reflection and discussion about how to effectively communicate with and listen to students.

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“I am in the lowest-level math and still in low English, and it's been a struggle, and the things in the Resolution are things that are going to help me. The Resolution has empowered me to give me hope that things are going to get better.”

– Student, City College of San Francisco



## College of the Sequoias: Students as Agents of Change

When the College of the Sequoias pulled together their Planning Team, they invited three students to participate. These students included a returning African-American woman who was a member of the Associated Student Body, a Latino military veteran student, and a young Latina student active in the college's Puente program (an academic support and retention program for vulnerable students). The students were provided a stipend for participating in a series of six full-day meetings over the academic year and participated in an orientation prior to their first meeting. Faculty, staff, and administrative members of the team were given suggestions for helping students feel welcome and honoring their input.

The students' engagement in the planning process proved essential in shedding light on issues and experiences that staff, faculty, and administrators on the Planning Team were not aware of. Their participation also gave team members the opportunity to ask students directly about their experience at the college, rather than drawing conclusions based on assumptions. Planning Team members were aware that the students were not representative, nor could they speak for the entire student body. Therefore, in the data gathering and analysis phase of the process, the Team included data gathering activities like student surveys, interviews, and focus groups, to get additional input from the college's diverse student body. The students on the team also communicated the work of the Planning Team to student groups they were involved in and brought the feedback they received from other students back to the team to inform discussions and decisions.

The students were invaluable in shaping the development of strategies that could best meet the needs of the college's most vulnerable students. For example, students reported that they sometimes had to spend two hours making connections on public transportation just to attend college classes, and that service schedules precluded them from taking courses because of late bus arrival or early bus departure times. They also expressed concern about the cost of transportation. This discussion resulted in one faculty member using his connections in the community to put free bus passes for community college students on the agenda of local government officials. It also led to the creation of a new collaboration between the local transportation agency and the college to provide free bus services to students.

Students also highlighted the issue of low expectations of students among some college faculty and staff, which sparked a powerful dialogue about the importance of setting and clearly communicating high expectations. This dialogue resulted in a new strategy to involve all faculty and staff in supporting student goal setting and educational planning.

Finally, when the team discussed the importance of providing information to new students, students pressed the fact that simply posting a flyer doesn't mean students will see it, and that most students need more intrusive strategies to receive the information they need to succeed. This resulted in a strategy to improve the college's customer service activities to make them more culturally relevant and responsive to today's students.

## Section 8: Data and Inquiry

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“Now, when someone suggests that we try something, the first thing people say is, ‘Let’s find out what the data says.’ So we’ve had a complete mind shift about data. We are beginning to look at the data first or collect the needed data before we make any decisions about programs.”

– Susan Jensen, English Faculty Member, College of the Sequoias

The inquiry and reflection process is critical to understanding the many factors contributing to student outcomes data. With strong inquiry and reflection processes, practitioners can engage in a more meaningful dialogue about students’ and educators’ experiences at the institution and make more informed decisions about how to improve student success.

Once data has been analyzed, there will always be more questions to ask, and understanding deepens through the process of further inquiry; hence, the process of inquiry is never over. This is a cycle that the institution should always be engaged in at every level, from individual faculty members to departments to committees to decision-making bodies.

### Focusing on Vulnerable Students

For the purposes of these tools, we define outcomes pre-graduation by rate of retention, course success, advancement from Basic Skills courses, and persistence and post-graduation by looking at graduation rates, rates of transfer to four-year institutions, and data on graduates who find rewarding, living-wage employment. For an equity-driven process, the data under review are those that show outcomes for the college’s most vulnerable students, such as first generation college-goers, low-income students, and students of color, as compared to other student groups. Focusing on these students and developing strategies to better support them can lead to better outcomes for all students.

Vulnerable students often face extraordinary challenges in their academic careers due to a number of factors that practitioners at the institution may or may not be aware of. These factors may include financial barriers, lack of preparation, family obligations, limited expectations of educators about their capacity, and internalized stereotypes. Awareness of the challenges these students face and knowledge of best practices that can improve their success at community colleges can lead to the development of strategies to better serve these and all students.

### Working with the Institutional Researcher

It is critical that practitioners using these tools either as a department, on a committee, or on a Planning Team work with the college’s Institutional Researcher, who can provide them with both quantitative and qualitative data. All data provided should be broken down by race, ethnicity, gender, age, socioeconomic status, full-time/part-time status, and any other categories relevant to the college or the specific group looking at the data. It is important that those using these tools work closely with their Institutional Researcher to ensure that the data they receive is formatted and presented in a way that allows a group to quickly understand the data and supports robust dialogue.

### **The Role of the Institutional Researcher**

A college's Institutional Researcher plays a fundamental role in processes aimed at improving student success. The researcher holds important information and a deep understanding of the kinds of qualitative and quantitative data currently available at the institution. He or she also brings an essential set of expertise that can support Design and Planning Teams to engage in the inquiry process, such as how to develop survey, focus group, and interview questions as part of the data gathering process.

In meetings, the researcher can help clarify the efficacy of inquiry questions, support Planning Teams in choosing qualitative data gathering methods that are appropriate to their areas of inquiry, and provide additional data that others may not be aware of. The researcher can also help Action Research Teams develop meaningful questions for their surveys, focus groups, and interviews that will best help them answer their inquiry question. In the process of analysis, the researcher can support practitioners in understanding the data they are looking at and how it connects to other data sets. Finally, in strategy development, the researcher can ensure that strategies are measurable and help define the data that will need to be gathered for effective evaluation.

For all these reasons, we strongly recommend that the Institutional Researcher be either a member of the Design or Planning Team, based on an assessment of their capacity. Since Institutional Researchers are often very busy, it is important that they are supported by college leadership to participate in the change process.

Finally, in the process of equity-driven change, successful Institutional Researchers must have a strong understanding of and value for the relationship between quantitative and qualitative data, understand how to ensure that the inquiry process is culturally responsive, and be aware of how unconscious bias can color the process of gathering and making meaning of data. If a college's institutional researcher needs support in any of these areas, it is critical that the Design Team either pair the researcher with someone who has these skills or provide training and/or coaching.

## Tools for Engaged Inquiry

The tools in this section support community college practitioners to develop a focus question that will guide the planning process, start the data dialogue by looking at initial data about their most vulnerable students, develop inquiry questions that help them to dig deeper into the “why” behind the data, create data gathering plans to engage in participatory action research driven by their inquiry questions, and make meaning of the data.

All of these tools are part of the Equity-Driven Systems Change (ESC) Process and should be used by the design and Planning Teams during Stage 2: Equity-Driven Data Gathering and Analysis phase of the planning process.

- **8.1: Developing a Focus Question** supports a team in looking at initial student outcomes data as part of a larger planning process and developing a question that the planning process will seek to answer.
- **8.2: Exploring Our Focus Question** supports a team in reflecting on, discussing, and making any necessary change to the focus question.
- **8.3: Starting the Data Dialogue** provides practitioners with the opportunity to get more comfortable looking at and discussing student outcomes data.
- **8.4: Developing Inquiry Questions** builds consensus among a group about the areas they want to understand more about from their student outcomes data to help them answer their focus question.
- **8.5: Developing Data Gathering Plans** supports a group to determine how they will begin to dig into their inquiry questions through the gathering of additional quantitative data and the design and implementation of qualitative action research. This tool includes a sample Data Gathering Action Plan and a set of Data Gathering Best Practices to help guide the development of data gathering activities.
- **8.6: Making Meaning of the Data** includes a set of activities to help a group share the data they gathered, dialogue about what the data is telling them, and shed light on the problems they seek to solve.



## 8.1: Developing a Focus Question<sup>18</sup>

### Facilitator's Guide

### ESC Design Team Meeting

**Time:** 1.5 hours

#### Purpose

The focus question is the overarching area of inquiry that guides a planning process. The following activity will support college teams in developing a focus question that is clear and can actually lead to action.

#### How to Use This Activity in the ESC Process

This activity should be used by the Design Team in their first meeting. The focus question that gets developed will be brought to the Planning Team in their first meeting for review, revision and ratification through use of tool 8.2: *Exploring the Focus Question*.

#### Goal

- For Design Team members to discuss initial data on student outcomes and develop a focus question based on that data that the planning process will seek to answer.

#### Materials

- Initial data that shows the success of students of different ethnic groups and includes longitudinal cohort information.<sup>19</sup> This data should be prepared and brought to the meeting by the college's Institutional Researcher. (see sample on page 128)
- Flip chart and makers

#### Facilitator Instructions

- 1 Have the Institutional Researcher briefly review the data prepared for the meeting. Remind participants that even though the data may not be perfect in terms of what it can tell us, this is the current operating reality of the institution and what we have to work with. Part of the planning process will be focused on helping the institution to synchronize its process of gathering data and how that data is packaged, presented and used in assessment, planning and evaluation.
- 2 Discuss the following questions:
  - What stands out to you from the data?
  - What are you most alarmed by?
  - What is causing you the most anxiety?
  - What are the most important issues to focus on?
- 3 Chart the emerging areas the group chooses as most important.



## Section 8: Data and Inquiry

- 4 Explain that we now have a general sense of the problem the planning process is trying to address and next we are going to focus on refining the problem into a focus question that will guide the entire planning process.
- 5 Ask Design Team members to discuss the following questions, while you facilitate and chart answers on flip chart.
  - What product is needed or what decisions must be made during the time spent planning together?
  - What is the scope of the plan (i.e., the Math Department, campus-wide, etc.)?
- 6 Have Design Team members work alone or in pairs to use the outcomes of the last two discussions to craft a focus question for the planning process beginning with what or how.
- 7 Have individuals or pairs share their focus questions and work with the group to combine the best phrases into a single question. If the group is having a hard time developing focus questions, share some examples. Examples of good focus questions are:
  - How can the college enhance the capacity and collaboration of multiple departments across campus to provide high-quality classroom experiences for students that lead to higher retention, persistence, and success rates over the next five years?
  - What can we put in place to ensure that our Basic Skills students persist from low-level math and English to college-level courses?
  - How do our strategies in outreach, intake, interaction, and completion affect student success, especially for those at risk of failing or dropping out?



## 8.2: Exploring the Focus Question

### Facilitator's Guide

### ESC Planning Team Meeting 1

**Time** 30 minutes

#### Purpose

This tool can be used by any committee or group that has embarked on a planning process using a focus question. Its purpose is to support the group in exploring and more deeply understanding why they have come together and the issues they are seeking to address.

#### How to Use This Activity in the ESC Process

This activity should be used by the Planning Team in their first meeting.

#### Goal

- For participants to understand the purpose of their work together and align that purpose to a specific area of focus.

#### Materials

- A piece of flip chart paper documenting the focus question
- Markers

#### Facilitator Instructions

- 1 Explain that the focus question is the question that will frame and guide the group's work. The purpose of the group's work together is to collectively address the focus question.
- 2 Review the focus question and lead the group through a short discussion using the following questions:
  - What words stand out to you as you read the focus question?
  - What excites you about this question?
  - What questions or concerns do you have?
  - What does this question tell you about the issues we are hoping to address as a group?
  - Does this question appropriately address the issues? If not, how can it be stated so it is more appropriate?
  - Is this question written in a way that is accessible to a diversity of audiences, such as students and community members? If not, what changes should we make?
  - How can we use this question as a way to start dialogue across the college about the issues we are seeking to address?
- 3 Make any changes to the focus question based on the answers to the last question. Check with the group for agreement on the changes.



### 8.3: Starting the Data Dialogue

#### Facilitator's Guide

#### ESC Planning Team Meeting 2

**Time** 45 minutes

#### Purpose

This tool is meant to support members of any committee or group not accustomed to looking at data, but charged with any kind of decision-making, to discuss and analyze student outcomes data at their college to inform the decisions they make.

It is meant to help begin dialogue on a campus about how well students are succeeding and can be used to initiate an inquiry process.

Data used when implementing this activity should be generated by the college's Institutional Researcher.

#### How to Use This Tool in the ESC Process

This tool should be used by the Planning Team in their second meeting.

#### Goals

- For participants to reflect on and discuss student outcomes data
- For participants to feel more comfortable looking at and discussing data

#### Materials

- One piece of data that can be easily explained and visually shared with the group (see sample on page 128)

#### Facilitator Instructions

- 1 Introduce the initial data by explaining that data is an essential piece of any planning process (such as program review) both driving the need to understand more, and providing insight into the factors that are contributing to the specific issues students are facing.
- 2 Review the data provided and guide the group through the following discussion:
  - What is one thing you notice about this data?
  - What surprises you as you look at the data?
  - What concerns do you have?
  - Is there anything in the data that makes you feel uncomfortable? Why?
  - What does the data say about the specific issue we are trying to address as a college?
  - Which students seem most impacted? Why?
  - What's missing from the data? What more do you want to know



### 8.3: Starting the Data Dialogue

#### Sample Data

Cohort Data Showing # and % of Students Who Assessed into Basic Skills and Passed a Basic Skills Course in Their First Semester

Total number of students in the cohort	2341
Total number of students that were assessed	1901
Of those that assessed, 82% are below college level	1563

	Cohort	Assessed and tested below college level	%	Took Basic Skills courses	%	Passed	%	Percentage of those who tested below college level and passed
<b>African American</b>	105	78	74%	43	55%	8	19%	10%
<b>Asian</b>	70	40	57%	26	65%	13	50%	32%
<b>Filipino</b>	26	20	77%	11	55%	5	45%	25%
<b>Hispanic</b>	1,105	809	73%	387	48%	128	33%	16%
<b>Native American</b>	28	17	61%	6	35%	1	17%	6%
<b>Pacific Islander</b>	10	8	80%	2	25%	0	0%	0%
<b>White</b>	813	433	53%	169	39%	51	30%	12%
<b>Other</b>	184	158	86%	44	28%	13	30%	8%



## 8.4: Developing Inquiry Questions<sup>20</sup>

### Facilitator's Guide

### ESC Planning Team Meeting 3

#### Additional Preparation Needed

This activity works best when using a Sticky Wall™. A sticky wall is a piece of 5' x 12' nylon that can be hung on a wall and sprayed with adhesive spray. This allows paper to stick to it and be repositioned during the activity. It is critical when using this product that you have a flat wall to hang it. The room should be set up in table groups and each table should include enough markers and "participant cards" for each group (10 cards/group). Participant cards can be easily created by simply cutting 8' x 11' paper in half. Participants should write ideas on the cards horizontally.

#### Variation 1: Use in the ESC Process

**Time:** 2 hours

#### Purpose

The activities in this variation of the tool are designed to support the ESC Planning Team in reviewing work completed in their first meeting and developing inquiry questions that dig deeper into their initial data and build off their focus question, finalized in their first meeting. Inquiry questions will guide the implementation of qualitative research to try to get at the "why" behind their initial data.

#### Goal

- The Planning Team has developed a comprehensive set of inquiry questions that will drive their data gathering activities.

#### Materials

- Copies of the college's vision, mission, and goals for each participant
- Maps created while using *Tool 6.3: Mapping Our Existing Efforts to the ESC Model* during the first Planning Team meeting
- Markers for participants
- A Sticky Wall™<sup>21</sup> and layout spray
- Participant cards (at least 50 for a group of 20)

### Facilitator Instructions

- 1 Remind participants that in their first meeting they looked at some initial student outcomes data and used the ESC Model to map their college's current efforts around the focus question and improving student success(Tool 6.3: Mapping Our Existing Efforts to the ESC Model). During the mapping exercise, they identified areas where there is current work happening to improve student outcomes, indicated how well they think those efforts are going, and areas where they think more work is needed. Now they will use those conclusions to identify where they want to focus their overall inquiry and data gathering process.
- 2 Give participants a few minutes to review maps they created in their first meeting and then lead a discussion using the following questions:
  - What is one thing you remember from the mapping exercise?
  - What excites you as you look at the maps? What concerns you?
  - How do these strategies/activities align with the college's goals?
  - What is the interrelationship between the different strategies/activities?
  - Looking across the strategies, what problem(s) is the institution trying to solve?
  - How do we know what's going well? What criteria are we using?
  - Across the institution, how can we support each other in talking about what's not going well in order to build an environment for shared responsibility?
  - In what areas would you like to focus your inquiry?
- 3 Review the focus question.
- 4 Ask participants to individually brainstorm their answer to the following question:  
*What do we need to know and understand in order to answer our focus question?*
- 5 In table groups of four to five people, have participants discuss their individual brainstorms and combine their ideas. They should come up with no more or less than 9 to 11 ideas. Ask each group to write their ideas using five to seven words/idea horizontally on their participant cards. Remind them to WRITE BIG.
- 6 **Round 1:** Ask participants to pick out three to four of their clearest ideas and give those cards to you. Place the cards on the sticky wall.
- 7 Ask participants to look for sets of two cards that are similar, in that they represent a similar area of inquiry. Work with the group to form pairs of similar cards by reposition the cards on the sticky wall so that they are in pairs.
- 8 **Round 2:** Ask participants to now give you any cards that are different from the pairs that are already on the wall.
- 9 Form any new pairs that emerge from these cards or any cards left over from the Round 1 that weren't yet in a pair.

## Section 8: Data and Inquiry

- 10 At this point the wall will have some pairs of cards and some single cards. Ask participants to help you to begin to cluster the cards into groups. This includes combining pairs and adding single cards to pairs that they seem to go with. It may be helpful to give groups a short name to remind you of what that group is about. For example, a group of cards related to student satisfaction with counseling services could be called “counseling.”
- 11 Assign a symbol, such as a star, sun, moon, or triangle to each group.
- 12 Ask participants to draw the symbol that best matches any remaining participant cards that they may still have at their tables and give them to you. Add these cards to their respective groups.
- 13 Taking one group of ideas at a time, ask the group to tell you what inquiry question is emerging for them as they look at the group of ideas. The table below demonstrates how groups of ideas can be translated into an inquiry question.
- 14 Record inquiry questions on a separate piece of flip chart paper.

**Here is a sample focus question and the inquiry questions it might generate.**

Focus Question:

How do our strategies in outreach, intake, interaction, and completion affect student success, especially for those at risk of failing or dropping out?

Here is an example of the kinds of ideas a group might generate and an inquiry question that could be formed from that group of ideas.

Sample group of ideas	Sample inquiry question
<ul style="list-style-type: none"> <li>- Teaching strategies of successful teachers</li> <li>- Conditions that lead to student motivation</li> <li>- Puente teaching practices</li> <li>- How homework influences success</li> </ul>	What teaching and learning strategies support our most vulnerable students to succeed?
<ul style="list-style-type: none"> <li>- Factors that contribute to student drop-out in Basic Skills classes</li> <li>- Who is failing Basic Skills classes</li> <li>- Who is dropping out</li> </ul>	Who is dropping out or failing Basic Skills courses and why?
<ul style="list-style-type: none"> <li>- Factors that help students move through Basic Skills sequence</li> <li>- What leads to students dropping out before taking credit bearing</li> </ul>	What are the conditions that support or impede students from reaching credit-bearing classes?

## Variation 2: For Groups of Practitioners Engaged in General Inquiry (non-ESC)

**Time:** 1.5 hours

### Purpose

- The activities in this variation can be used after a group has been through Tool 8.3: Starting the Data Dialogue.
- They are designed to support practitioners to dig deeper into their college's student outcomes data.
- Through the process of developing inquiry questions, practitioners will come to consensus on the issues they are most interested in learning more about.
- If the group has not participated in Starting the Data Dialogue, then participants should at least be familiar with, understand, and agree upon the college's current student outcomes data on the success of the institution's most vulnerable students as compared to other student groups.

### Goal

- Practitioners have a comprehensive set of inquiry questions to drive additional data gathering and research into the "why" behind their student outcomes data.

### Materials

- Quantitative institutional data relevant to the group about the success of the institution's most vulnerable students. (For example, for a math department, specific data about the success of Latino males' movement through the Basic Skills sequence.)
- Markers for participants
- A Sticky Wall <sup>TM22</sup>, layout spray and tape (to hang the wall)
- Participant cards (at least 50 for a group of 20)

### Facilitator Instructions

- 1 Review the quantitative data provided and answer any clarifying questions.
- 2 Explain that in order to better understand the "story" behind this data, the group is going to develop a set of inquiry questions.
- 3 Ask participants individually to brainstorm their answer to the following question:

What more do we need to know in order to understand the story behind this data?

- 4 In table groups of four to five, have participants discuss their individual brainstorms and combine their ideas. They should come up with no more or less than 9 to 11 ideas. Ask each group to write their ideas using five to seven words/idea horizontally on their participant cards. Remind them to WRITE BIG.



- 5 **Round 1:** Ask participants to pick out three to four of their clearest ideas and give those cards to you. Place the cards on the sticky wall.
- 6 Ask participants to look for sets of two cards that are similar, in that they represent a similar area of inquiry. Work with the group to form pairs of similar cards by repositioning the cards on the sticky wall so that they are in pairs.
- 7 **Round 2:** Ask participants to now give you any cards that are different from the pairs that are already on the wall.
- 8 Form any new pairs that emerge from these cards or any cards left over from the Round 1 that weren't yet in a pair.
- 9 At this point the wall will have some pairs of cards and some single cards. Ask participants to help you to begin to cluster the cards into groups. This includes combining pairs and adding single cards to pairs that they seem to go with. It may be helpful to give groups a short name to remind you of what that group is about. For example, a group of cards related to student satisfaction with counseling services could be called "counseling."
- 10 Assign a symbol, such as a star, sun, moon, or triangle to each group.
- 11 Ask participants to draw the symbol that best matches any remaining participant cards that they may still have at their tables and give them to you. Add these cards to their respective groups.
- 12 Taking one group of ideas at a time, ask the group to tell you what inquiry question is emerging for them as they look at the group of ideas. The table below demonstrates how groups of ideas can be translated into an inquiry question.
- 13 Record inquiry questions on a separate piece of flip chart paper.

### Sample Inquiry Questions

College of the Sequoias identified the following inquiry questions in their process of equity-driven data gathering and analysis:

- What is our message and what is our strategy for delivering that message to its intended audience?
- How do teachers teach, assess, and interact with students and what impact does each of these have on student success?
- What impact does academic counseling, development of a Student Educational Plan (SEP), and early enrollment in Basic Skills courses have on student success?
- How are students prepared academically, emotionally, and financially for the transition to college; and what is COS' role?
- Who are our at-risk students? What do they do? What's done for them and why?



## 8.5: Developing Data Gathering Plans

### Facilitator's Guide

### ESC Planning Team Meeting 3

**Time:** 1 hour

#### Purpose:

The activities in this tool are designed for groups who have completed Developing Inquiry Questions and are ready to conduct data gathering activities to begin to address their areas of inquiry. Groups will break into Action Research Teams by inquiry question and develop a comprehensive plan for their qualitative research activities.

#### How to Use This Tool in the ESC Process

This tool should be used by the Planning Team after completing Developing Inquiry Questions.

#### Goal

- Participants will develop Action Research Teams and comprehensive plans for their qualitative data gathering activities driven by their areas of inquiry.

#### Materials

- Markers
- Copies of Action Research Team Data Gathering Plans for each participant (page 137).
- Poster size copies of Action Research Team Data Gathering Plans: one per inquiry question with the inquiry question already filled in and posted around the room.

#### Facilitator Instructions

- 1 Explain to participants that now that they have developed inquiry questions, they will develop Action Research Teams for each inquiry question and to determine their qualitative research methods.
- 2 Explain that the inquiry questions are posted around the room on a poster-size copy of the *Action Research Team Data Gathering Plans*. Direct participants in a gallery walk around the room through which they will add to the posters answers to the following questions:
  - **What data** is currently available or do you have access to that can help us answer this question?
  - **What additional quantitative data** do you need to answer the inquiry question?
  - **Who** (individuals or groups) has the experience and/or knowledge that can help you answer this question?
  - **What venues** currently exist where you can have access to these individuals or groups?
  - **What method(s)** will allow you to get the most useful information from these individuals or groups? (i.e., focus groups, interviews)
  - What is an appropriate **due date** for getting this data?

### Forming Action Research Teams<sup>23</sup>

- 3 Once everyone has had a chance to visit all the inquiry questions, ask participants to stand by the question they:
  - are most curious about
  - have the most expertise in helping to answer, and/or
  - feel they can contribute to most in the data gathering process.

(They may also decide to form Action Research Teams by affiliation. For example, the students in the ESC Planning Team may want to form their own Action Research Team.)

- 4 Ask participants to be sure to evenly distribute themselves as much as possible across the inquiry questions. There should be at least three participants per question. There should also be at least one Design Team member on each Action Research Team who can take the lead on coordinating the research and connecting their Team to needed resources on campus.
- 5 Explain to participants that these will be their Action Research Teams for the data gathering process.
- 6 Distribute copies of the *Action Research Team Data Gathering Plans* and ask each team to assign a recorder for their group to capture the information on their poster and the outcomes of the following discussion onto their *Action Research Team Data Gathering Plan*.
- 7 Give each Action Research Team a few minutes to review and discuss the information on their chart and make any changes/additions.
- 8 Have each Action Research Team report out on their chart to the larger group. After each report out, ask the larger group the following questions:
  - Is there any existing data that hasn't been identified that could help answer this question?
  - Is there anyone missing who we should be including in our research?
  - Are the venues appropriate?
  - Are the methods they will be using adequate?
  - Are the due dates realistic? If not, why? What is a more realistic timeline?
- 7 After all groups have reported out, ask the larger group:
  - Is there any duplication between Action Research Teams?
  - How can we combine efforts?
  - How can we keep each other updated on any changes we may make to our plans?

## Section 8: Data and Inquiry

- 8 Document any changes made through combining efforts and any agreements about how they will keep each other updated on their work.
  
- 9 Inform teams that they will need to meet on their own to further develop their data gathering activities, implement them, and identify key findings from their data. Provide them with copies of the tool *Uncovering Our Action Research Team's Key Findings*.



**Action Research Team Data Gathering Plan**

**Date:**

When developing your action plan, be sure to include both quantitative and qualitative data gathering and methods that ensure adequate representation of student voice.

Inquiry Question	Action Research Team Members	Audience	Venue	Data Gathering Activities (no more than 3)	Team Member(s) Responsible for Implementing Activities	Due Date
-	-					
-	-					
-	-					
-	-					
-	-					



## 8.6: Uncovering our Key Findings

### Facilitator's Guide

### ESC Action Research Team Meeting

**Time:** 1 hour

#### Purpose

This tool has been designed to support Action Research Teams who have completed Developing Action Research Plans and implemented all of their data gathering activities. The tool will support them to identify six to eight key findings from the data they have gathered. It should be used by each Action Research Team prior to coming back together with the large group to use the tool, Making Meaning of Our Data.

#### Goals

- Action Research Teams have identified six to eight key findings from their data gathering activities.
- Action Research Teams have a plan for presenting their findings to the larger group.

#### Materials

- Flip chart and markers
- Documentation of data from the team's data gathering activities

#### Facilitator Instructions

- 1 Have each team member or group of team members responsible for data gathering activities report out on their data.
- 2 After each report out, lead a discussion using the following questions:
  - What is one thing you noticed about the data?
  - What is something that surprised you? Why?
  - What concerns does this data raise for you? Why?
  - What additional questions does the data raise?
  - What's missing from the data?
  - As we reflect on the inquiry question, what does the data tell us that can shed light on our area of inquiry?
  - Does our inquiry question need to change based on the data we have gathered and our initial analysis?
  - What themes or patterns are emerging from the data?
  - What are the six to eight key findings from this data?

- 3 Record key findings on a piece of flip chart paper, which can be kept and used when reporting back key findings to the larger group as part of Making Meaning of Our Data.
- 4 Decide how key findings will be shared with the larger group, including how much of the data gathered will be shared to shed light on how key findings were arrived at, how that data will be presented (i.e., handouts, visuals, PowerPoint), and who will make the presentation.

### Sample Key Findings

For the inquiry question:

*Who are our at-risk students? What do they do? What's done for them and why?*

Here were some of College of Sequoias' key findings:

- Students avoid taking Math 360(lowest-level Basic Skills), even when they persist from one semester to the next.
- Counseling strategies are not being targeted to at-risk students.
- Intrusive counseling has a positive impact on student success for at-risk students.
- Addressing specific learning styles of at risk students positively impacts success.
- There is a relationship between the combined impact of strategies like tutoring, Math Lab, and other services on student success.



## 8.7: Making Meaning of Our Data

### Facilitator's Guide

### ESC Planning Team Meeting 4

**Time:** 2.5 hours

#### Purpose

- This tool should be used by groups who have completed Developing Data Gathering Plans.
- Before using this tool, Action Research Teams should meet separately to identify the key findings from their data using the tool Uncovering Our Action Research Team's Key Findings.
- This tool supports groups to identify issues that are emerging from their research and explore how the institution is currently addressing those issues.
- Finally, participants will develop a set of recommendations for the institution to improve its efforts or begin to address the issues that are not already part of current efforts.

#### Goals

- For Action Research Teams to present their key findings
- For participants to identify issues across the key findings of the Action Research Teams
- For participants to discuss how the institution is currently addressing issues in their data
- For participants to identify ways in which the institution could improve on current efforts or begin to address issues in the data not already addressed through current efforts

#### Materials

- Flip chart
- Markers
- Flip chart paper with Action Research Teams' key findings (generated from using the tool Uncovering Our Action Research Teams' Key Findings)
- Copies of tool 8.3: Sharing and Getting Feedback on Our Findings.



## Facilitator Instructions

- 1 Ask Action Research Team to present their group's inquiry question, data gathering methodologies, and six to eight key findings.
- 2 After each report out, ask participants the following:
  - Are there any clarifying questions?
  - What jumps out at you as you look across the data?
  - Where are you surprised about the data? Why?
  - Where are you most concerned? Why?
  - What more do we need to know?
- 3 After all findings have been reported out, lead participants in the following discussion and chart responses:
  - Reflecting on our inquiry questions, what have we uncovered so far about the “why” behind our student outcomes data?
  - What themes are emerging across the key findings?
  - Through what efforts at the college are these themes currently being addressed?
  - How well are they being addressed?
  - What challenges is the college facing in addressing these themes? Why?
  - What other questions are emerging for you as you reflect on these themes?
  - How might the college improve their efforts to address the themes in our data?
  - What other recommendations can we make to the institution to begin to address themes not adequately being addressed elsewhere?
  - What next steps can we take to move these recommendations forward?
- 4 Complete the tool Sharing our Work with the College Community on page 151 in Section 9: Communicating Our Work with the College Community.

### Sample Themes

After reviewing the key findings from their five inquiry questions, College of the Sequoias identified the following themes that emerged across the data:

- Relationships amongst ourselves and with students are key to realizing a student success agenda.
- We have to find a way to balance efficiency and efficacy.
- We need to focus on the needs of individual students.
- Information needs to be disseminated in multiple forms and with transparency.
- We need to become more intentional and data-driven.
- We need to act on what we know.
- We need to continue to look at the issues from a student's perspective.
- We need to engage those beyond the "choir"<sup>24</sup>

### Where to Go from Here

In the Equity-Driven Systems Change (ESC) Process, the identification of themes from the data leads into the next stage of the work, Stage 3: Developing Culturally Responsive Strategies. If you are not following the ESC Process and are not using the outcomes of your inquiry to engage in long-term planning, then the identification of themes can lead to other next steps, including:

- Further inquiry into the themes emerging from the data.
- Mapping of themes onto the ESC Model (see tool 6.3: Mapping Our Existing Efforts to the ESC Model).
- Sharing findings and recommendations from the themes that emerged with other groups at the college to spark their own inquiry into the "why" behind the college's student outcomes data.
- Developing department or committee specific action plans if a theme is specific to their area (i.e., the role counselors play in supporting student's in the development of student educational plans). Departments or committees could use the tools in the Participatory Planning section of this Toolkit to support this work.

### **City College of San Francisco: Committed to Becoming a Data-Driven Institution**

In April of 2009, City College of San Francisco passed a Student Achievement Gap and Racial Equity Resolution, a policy addressing the institution's achievement gap by requiring robust disaggregated data collection and analysis, annual reporting, internal and external input and collaboration, assessment, training, and ongoing planning. Through the implementation of the resolution, City College of San Francisco used data to address a common misperception among some that there were no issues with student achievement at CCSF. This misperception was voiced by a number of Faculty Senate members when the Resolution was brought to them by the faculty and students who authored it, and is understandable for individuals within the institution who may not have regular access to disaggregated data on student success; who may not have the skills, time or support to interpret such data; or who may not have the opportunity to collectively analyze and make meaning of the data with their colleagues.

With the adoption of the Equity Resolution, CCSF concluded that it is the responsibility of the institution to ensure that all those who directly impact students—whether they be at the institutional policy and practice levels, or whether they are involved with access, supports, and opportunities—have access to data relevant to their work, and the opportunity to reflect on, dialogue about, and make meaning of the data. The Equity Resolution sought to address this issue by requiring that the Chancellor provide the college with an annual report disaggregated by race and ethnicity, and that the report be utilized in all aspects of the college's planning. The college's next challenge is to engage the college community in a process of collective inquiry into examining the “why” behind the student outcomes data they are now collecting and analyzing. This collective inquiry process will allow departments and programs to determine the appropriate strategies to implement or refine, in order to improve outcomes for the college's most vulnerable students.

## Section 9: Communicating Our Work to the College Community

Key to the success of any change process is the ability of those leading the process to communicate effectively with various stakeholders and engage them in key stages of the process. Communication should take place throughout the planning process and include opportunities for others to get information, discuss implications of the work, develop ownership, and provide input and feedback.

Planning Teams play an important role in communicating their work. Their role is to share a consistent message with their departments, committees, and programs about the purpose of the group, their role, and the intended outcomes. Their role is also to engage others in ongoing dialogues to share decisions made, answer questions, gather input and critical feedback, and build support. Therefore, it is important that they think strategically about how they will communicate their work, taking into account the political and cultural climate of the institution, and considering how they can help to create a healthy climate conducive to change.

### Some best practices for communication include:

- Developing a comprehensive set of talking points so that all those involved in leading the change effort are sending a consistent message to the college community about the goals and processes they are undertaking.
- Developing a robust communications plan that takes into consideration both the structural and cultural assets and barriers to effective communication.
- Regularly reflecting on and reporting back to the team the outcomes of your communication activities so that they may inform your work moving forward.
- Thinking strategically about how the communication activities of the group can help to create a culture shift at the institution. When implementing change, it is critical that communication be open and transparent. Effective communications invite authentic feedback from others. An effective communication plan ensures that feedback is documented and integrated into the final decision-making and activities of the team. If a college is unaccustomed to this degree of communication, the Planning Team will need to consider how to create a safe space for others to contribute meaningfully. This could include hosting listening sessions or inviting feedback through multiple venues outside the college's formal meeting structures.

For colleges following the ESC Process, the tools in this section should be used throughout the planning process at the end of important meetings where it is important to share discussions and recommendations with stakeholders outside the Planning Team.

The tools in this section include:

- **9.1: Creating a Communications Plan** supports a team in discussing critical considerations in sharing their work with the larger campus community and determining their plan for communicating their work and getting feedback. This tool includes Questions to Consider and Capturing What We've Heard from the College Community, participant handouts to guide small group discussion and help individuals and small teams reflect on and prepare to report back their communication activities.
- **9.2: What We're Hearing from the College Community** supports teams in reporting back and making meaning of the feedback they received in their communication activities.
- **9.3: Sharing Our Work with the College Community** is a template for capturing a communications plan specifically after completing activities in Section 8: Data and Inquiry and Section 10: Participatory Planning.



## 9.1: Creating a Communications Plan

### Facilitator's Guide

### ESC Planning Team Meeting 2

**Time:** 45 minutes

#### How to Use This Activity in the ESC Process:

This tool should be used by the Planning Team at the end of the second Planning Team meeting.

#### Purpose

This tool is meant to support members of any committee or group committed to making meaningful change on their campus. It will assist them in thinking and planning strategically about how they will communicate their work to the larger campus community. The tool can be used at the end of any meeting where important discussions have taken place and decisions have been made.

#### Goals

- Participants identify the key discussions and decisions that have been made that are important to share with the campus community.
- Participants identify the key stakeholders who should be engaged and consider who should communicate with them, where, and how.
- Participants develop salient talking points for the group.

#### Materials:

- Copies of the *Questions to Consider* on page 148
- Copies of *Capturing What We've Heard from the College Community* on page 149
- Flip chart paper and markers for each small group

#### Facilitator Instructions

- 1 Explain to participants the importance of communicating their work with the larger campus community at this stage in the planning process.
- 2 Have participants work in pairs or small groups (four groups total) to answer the *Questions to Consider*. Assign each group a section of the questions and distribute flip chart and markers to each group.

## Section 9: Communicating Our Work to the College Community

- 3 After groups have answered their questions, have them report out to the larger group and chart major decisions made.
- 4 Facilitate a short discussion after each report out:
  - What is one thing that stands out to you?
  - Does anything concern you?
  - Would you add anything to what you heard?
  - What additional considerations do we need to make?
- 5 After all groups have reported out, facilitate a large group discussion of the following questions and chart all decisions made.
  - Who in our group is most appropriate to communicate our work to the specific individuals or audiences we've identified?
  - What are the critical talking points that we can agree on as a group?
  - What other considerations need to be made in communicating our work?
  - What are our next steps?
- 6 Document any agreements made and next steps.
- 7 Share the handout on *Capturing What We've Heard from the College Community* with group members and ask that they use this tool to reflect on and document their communication activities to be reported back in your next meeting.



## 9.1: Creating a Communications Plan

### Questions to Consider

The following questions will help clarify what needs to be communicated to the larger college community, to whom it needs to be communicated, and what kind of feedback you are seeking.

### Discussions and Decisions Made

- 1 What critical discussions have we had that are important to share and include others in?
- 2 What recommendations have we made that are important to share and get feedback on? What kind of feedback are we looking for?

### Who to Engage

- 3 Which stakeholders on our campus will be impacted by the discussions we've had and the recommendations we're making? How will they be impacted?
- 4 Which decision-makers at the college need to be informed of our work in order to best support our efforts?

### Where and How to Communicate

- 5 In what venues (e.g., department meetings, committee meetings) is it appropriate to share our work and get feedback at this point in the process?
- 6 What modalities for sharing our work and getting feedback are appropriate? (i.e., e-mail, presentation at a meeting, one-on-one conversations, etc.)

### Considering the Political and Cultural Context

- 7 Where might we encounter resistance to our efforts?
- 8 How can we strategically communicate our work to those who may need more information or have concerns about this work?
- 9 What is appropriate to share with students? How can we best inform students of our work and get feedback from them?





## 9.1: Creating a Communications Plan

### Capturing What You've Heard from the College Community

Use these questions to reflect on and document your communication activities. These questions can be used as a way to organize a report back to your committee or group.

- 1 Who did you communicate with?
- 2 What did you share and how did you share it?
- 3 How was the information received? What questions did listeners have?
- 4 What, if any, resistance did you encounter? How did you respond?
- 5 What feedback did they provide?
- 6 What, if any, next steps are there?



## 9.2: What We're Hearing from the College Community

### Facilitator's Guide

ESC Planning Team Mtg. 3

**Time:** 30 minutes

### Purpose

This tool can be used by any committee or group as an extension of *Communicating Our Work with the College Community*. It is meant to be used to discuss the outcomes of a group's communication activities and the implications of those outcomes on their work.

### How to Use This Tool in the ESC Process

This tool should be used by the Planning Team in their second meeting to share what they are hearing from the college community about their work.

### Goal

- For participants to share and listen to the feedback they received from the college community based on their communication activities.

### Materials

- Flip chart and markers

### Facilitator Instructions

- 1 Have those who committed to communicating the work of the group with the larger college community share what they documented in *Capturing What You've Heard from the College Community*.
- 2 After all have shared, lead participants in a discussion using the following questions:
  - What is the most important feedback that you heard?
  - What is most surprising to you about the feedback?
  - What concerns has the feedback raised?
  - What patterns did you hear in the feedback you gathered? Are there any patterns emerging from or about specific subgroups (i.e., Latino males)?
  - What does the feedback tell you about yourselves as an institution?
  - How can we incorporate this feedback into what we have already developed?
  - Where are we encountering resistance to this work? What does this resistance tell us about our efforts? How can we address this resistance through future communication efforts?
  - What implications does this feedback have on our work moving forward?
  - What are our next steps?
- 3 Record any decisions made and next steps on the flip chart.



### 9.3: Sharing Our Work with the College Community

This tool can be used after completing the tools in *Section 8: Data and Inquiry* and *Section 10: Participatory Planning*.

<p><b>Audience</b> Who do we want to share and get feedback from?</p>			
<p><b>Content</b> What do we want to share and get feedback on?</p>			
<p><b>Talking Points</b> What are some talking points that will help with our sharing?</p>			
<p><b>Forums</b> What forums are the best places to share this information?</p>			
<p><b>Critical Considerations</b> What things do we need to be careful about when we share information?</p>			
<p><b>Lead(s) from our Team</b> Who will share our work and facilitate the process of getting feedback?</p>			
<p><b>By When?</b></p>			

## City College of San Francisco: Lessons Learned in Framing the Issues and Engaging the College

The passage of the *Student Achievement Gap and Racial Equity Resolution* at City College of San Francisco (CCSF) resulted in the creation of a Student Equity Report that highlighted low achievement for the college's most vulnerable students, largely Latino/as, African Americans and Asian/Pacific Islanders. The Resolution and report that followed were the result of the organizing efforts of students, faculty, and board members who worked together to develop and pass the Resolution. After the report was released, the Board of Trustees held a series of Equity Hearings in the spring of 2010 to hear more from students and faculty about their experiences at the institution. One of the most significant findings from the data and the hearings was the low number of students successfully completing the Basic Skills sequence in the college's math and English departments and making it to college-level courses.

As a response to this finding, trustees introduced a policy requiring the math and English departments to develop a new, accelerated Basic Skills sequence. When the proposed policy was shared with the college community, math and English faculty responded with frustration. They were concerned that the board of trustees was overstepping its role as a governance body by getting involved in solution generation that should be happening at the department level. The result was resistance from faculty to make changes to the Basic Skills sequence and a growing resentment towards those faculty members who had championed the Equity Resolution.

The proposed policy never went into effect. Instead, the college's Chancellor committed to working with the math and English departments to develop proposals for how they will address the issue of low achievement in Basic Skills courses. Since then, the board has continued to hold Equity Hearings, at which time the chairs of each department report on the progress they are making in developing solutions. This outcome is promising and could result in important changes, but it is unclear whether the processes the departments are using to develop solutions will result in the necessary changes for improving student success, because there are varying degrees of commitment among faculty and low levels of trust within the departments.

This experience highlights critical lessons in how to effectively engage a college community in making change. The first is the importance of how an issue is framed to the college community. It is essential that leadership consider how data will be presented and discussed with groups such as faculty, staff and the community, and how it will be received. Leadership should take the time to plan for the kinds of questions and concerns the data might raise and give groups the opportunity to share their concerns and engage in robust dialogue before discussing and presenting solutions. At CCSF, such dialogue could have taken place through a blended approach that coupled the hearings with opportunities for stakeholders to work together on performing a deeper analysis of the data and developing solutions to the issues and concerns raised at the hearings.

A second lesson is the importance of full participation of representatives from all college stakeholder groups—including leadership, faculty, staff, students, and community members—in the process of inquiry and planning. For meaningful engagement, faculty should be involved from the very beginning of the process—faculty should be included in the generation and

analysis of the data as well as deeper inquiry into the “why” behind the data. This provides the opportunity for individuals to analyze the problems they find and promote shared ownership for developing solutions.

Additionally, the critical dialogues that happen when a group takes the time to engage in collective inquiry results in the generation of strategies that no one person or stakeholder group could have created on their own. This is the power of collective inquiry and participatory planning, and key to developing shared ownership. To ensure the most meaningful implementation of such a process, a college would also need to pay particular attention to supporting student involvement, including providing skill-building opportunities so that students can effectively engage with faculty and speak to their own experience.

A third lesson is that when a governing board wants to make change, it should engage with top administration to develop common agreement about the need for these changes and create a process through which top administration engages with faculty, staff, students, and community. Boards should allow time for top administration to introduce the change through the usual channels (curriculum committees, departments, etc.) or to create new channels. In order for the practitioners to embrace change, they need to feel that they have been through an exhaustive process of sharing their concerns, raising alternatives, and meaningful dialogue and discussion.

Finally, regardless of what process a college chooses to use in creating change, there will always be resistance to change. No change management process is completely resistance-free. Leadership must be ready to face the challenges brought on by those who are opposed to change, either because they don’t agree with the need for change, or lack the will to create change. Therefore, those leading change efforts must be ready to push forward when the time is right, even if some resistance persists. Knowing when to push forward requires a level of deep reflection, taking into account the historical context within which your college operates.

## Section 10: Participatory Planning

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“Our work together has reawakened my interest in organizational change. It is an extension of my therapeutic work with individuals and families and is grounded in the belief that change at the group/organizational level accelerates personal creative and emotional growth. The tools we used during the development of the strategic plan have whetted my appetite.”

– Jim Gioia, College Counselor, Las Positas College

Most planning processes follow a similar model for ensuring that the strategies that are executed as a result of the plan are based on data, driven by a common vision, and can be evaluated. The following tools have been adapted for the purposes of this Toolkit from the stages of strategic planning developed by the Institute of Cultural Affairs Technology of Participation (ToP) <sup>®25</sup>. We recognize that there are many ways to engage in planning and have found the ToP <sup>®</sup> methods particularly useful when working with community colleges in implementing equity-driven change.

This section of the Toolkit is not meant to provide step by step facilitator instructions for leading a planning process. The skills necessary to lead such a process are best learned through training and experience and require a unique set of sensibilities. Therefore, it is essential that colleges choosing to engage in this level of planning in their change management efforts employ the skills of either an internal or external organizational development expert who can effectively guide the planning process. This person should have a strong understanding of change management processes, cultural competency, and expert facilitation skills.

The tools in this section provide guidance, tips, and strategies for each stage that can help to ensure a participatory, equity-driven planning process. If you are not using these tools as part of the ESC Process, it is recommended that you engage the same group of stakeholders in the process of developed a vision, contradictions, and strategies to ensure consistency and accountability to the strategies that you decide to implement. New stakeholders, whose roles require that they implement specific activities related to each strategy, can be brought in for implementation planning once strategies have been identified.

If you are following the ESC Process, these tools should be used during *Stages 3, 4, and 5: Developing Culturally Responsive Solutions, Exploring Student-Centered Measures of Success, and Reflecting on Our Process and Planning for the Future.*

The tools in this section include:

- **10.1: Crafting a Practical Vision for Change**
  - Your practical vision is what you collectively want to see as a result of your actions in three to five years. It is what will be in place if you are successful in implementing your strategies. This kind of vision is not just a lofty statement of how the college will be different, but a set of concrete vision elements that are realistic and doable, and name exactly what will be in place that didn't exist before. The data and inquiry process can help a group prepare for the development of a vision by grounding them in the current reality at their institution.
  - Often, a college's multiple departments and programs are operating with different implicit or explicit visions for what they hope to achieve and these visions may or may not be aligned with the college's overall vision. Developing a comprehensive, practical vision for student achievement that is realistic and doable can help a college align its academic and support programs and services, and support individuals to see how their role at the college contributes to the achievement of that vision.
- **10.2: Collective Visualization** tool to support groups in preparing to create a practical vision.
  - A sample of a college's practical vision is provided on page 158.
- **10.3: Identifying Contradictions to Our Vision**
  - The use of the word "contradictions" emphasizes the existence of things currently in place that are blocking you from achieving your common vision. Contradictions are often hard to identify and talk about. It is necessary to do so, however, because you must address contradictions to your vision in order for your strategies to be successful.
  - Contradictions to an equity-driven vision tend to be hidden or unconscious habits, biases, and assumptions. These ideas and ways of operating may have served a purpose for a program, department, or institution in the past, but now have become ineffective in a changing environment. They can inhibit innovative solutions to addressing current challenges.
  - A sample of a college's contradictions is provided on page 161.
- **10.4: Developing Culturally Responsive Strategies**
  - Strategies are the actions you will take to address your contradictions and move towards your vision. These strategies can address any of the four levels of change in the ESC Model, including policies, climate, supports and opportunities, and student outcomes. Your strategies should be student-centered and culturally responsive.
  - A sample of a college's culturally responsive strategies is provided on page 163.
- **10.5: Implementation Planning: Determining Measures of Success**
  - Implementation planning includes the development of new initiatives and making changes to current programs or services already underway based on the contradictions you have identified and the data you have gathered and analyzed.

- o During implementation planning, you translate your strategies into concrete action steps for the next year, determine how you will measure success, and develop your criteria for scaling up a strategy that's working or course correcting a strategy found to be ineffective.
- **10.6: Evaluation and Continuous Improvement**
  - o Implementation plans can be revisited and revised based on the ongoing collection and analysis of, reflection on, and dialogue about your qualitative and quantitative evaluation data. This stage includes periodic reflection in order to ensure continuous improvement.
  - o Reflection and dialogue about evaluation data requires a willingness to look critically at the conditions that are leading to the success or failure of specific strategies, courage to let go of what's not working, and commitment to grow successful strategies.
- **10.7: Types of Evaluation Data** provides a brief description of the different kinds of data that are important to collect as part of a comprehensive evaluation process.
- **10.8: Growing Successful Strategies and Course Correcting** includes critical considerations to make once strategies have been evaluated and you're ready to scale up what's working and make improvements to what's not.







## 10.1: Crafting a Practical Vision for Change

### Critical Considerations

ESC Design Team

#### Purpose

This tool includes critical considerations when creating a comprehensive, practical, three- to five-year vision for improving outcomes for a college's most vulnerable students. The process for creating a practical vision should be led by a member of the college community with strong organizational development and meeting facilitation skills or an outside consultant with these skills. This tool is particularly useful for colleges that have not gone through the entire ESC Process, in that provides reflection questions that are based on the same set of principles.

#### How to Use This Tool in the ESC Process

Those facilitating the change process and the Design Team should review and discuss these critical considerations before they develop their visioning activities during Stage 3: Developing Culturally Responsive Strategies. This tool is not meant to replace the activities in previous sections of this Toolkit, but to reinforce the sensibilities inherent in those sections as you launch the planning stage of the process.

### Critical Considerations for Crafting Your Practical Vision

#### Participation

- Who will you engage in the visioning process?
- Is there adequate representation from faculty, support services staff, administrators, institutional research, students, and the community?
- Have you considered inviting those who may not be the "usual suspects"? These are people who may have something important to contribute but do not serve a formal role at the institution that is usually associated with planning (for example, a counselor in the EOPS program).

#### Student-Centered

- How can you ensure that the vision elements that are created are student-centered, meaning they are driven by the desire to see improved outcomes for the college's most vulnerable students?
- How can you ensure that the vision is created through a process that includes meaningful student voice and engagement?

#### Authentic Dialogue

- How are you ensuring that all voices are equally represented and heard?
- How can you create an environment where power dynamics are mitigated, so that those who may not feel comfortable contributing their thoughts and opinions can feel more empowered?
- How will you encourage deeper listening on the part of those who are used to being more vocal in a group?

### Alignment

- How will the practical vision you are creating for the purposes of this planning process align with the larger mission and vision of the college?
- How will it serve to connect current efforts of the colleges various departments, programs, and services?

### Communications

- What do people already know about the planning process you are undertaking?
- How will you engage the larger college community in understanding the need for and supporting the vision you are creating?
- How will you articulate how this vision connects to the larger vision and mission of the institution?

### Use of Data and Research

- What data will be used to help launch the visioning process?
- What information can you give to participants to galvanize their desire to visualize things differently for your most vulnerable students?
- What best practices can you point to that can demonstrate new ways of doing things?

#### Sample Practical Vision

- Student equity is a college-wide priority.
- Students placed into Basic Skills successfully transition to transfer-level courses and graduate.
- Our most vulnerable students succeed in transferring to the college of their choice.
- Underrepresented communities of students are supported through expanded and unified retention programs.
- College leadership is accountable to and representative of the community.
- Student leaders are developed and supported to play key roles in institutional decision-making.
- A commitment to diversity and student equity is institutionalized through resources to support student services and programs.
- All faculty receive incentives to complete professional development on culturally relevant and responsive curriculum and pedagogy.
- The college consistently hires faculty, administrators, and staff who are representative of the community and understand the experiences of our most vulnerable students.



## 10.2: Collective Visualization of Our Future

### Facilitator's Guide

### ESC Planning Team Meeting

#### Purpose

The following visualization exercise can help a Planning Team prepare to develop a practical vision. Visualizations allow individuals to tap into their own hopes and fears about the future and become more aware of what it is they would like to see in place as a result of their actions.

#### How to Use This Tool in the ESC Process

This tool can be used with Planning Team members at the beginning of Stage 3: Developing Culturally Responsive Strategies.

#### Goal

- For participants to collectively visualize a future in which they have reached their goal of success for all students.

#### Facilitator Instructions

These questions can be used as prompts for individual reflection or journaling or simply as discussion questions for a large group reflection.

- 1 Imagine that it is five years from today. You are gathered as a college community to celebrate your successes as a result of this planning process. The gathering includes speeches from faculty, staff, administrators, students, and community members about the changes that have taken place over the past five years. Data are also presented on the outcomes you have achieved.
- 2 What are people saying about what you have achieved?
- 3 How does the community perceive and interact with the institution?
- 4 How has the campus environment changed?
- 5 What has been the biggest shift in the culture of the campus? What impact has this shift had?
- 6 How do incoming students experience the institution? What is different about their experience now compared to five years ago?
- 7 How are students interacting with faculty, staff, and administrators? How are they being treated?
- 8 How do students experience the classroom? What's different about their experience now compared to when the planning process began?
- 9 How do students receive support from the institution? How has that support changed?
- 10 How are faculty, staff, and administrators working together to achieve greater success for your most vulnerable students? What's different about the way you are working together compared to five years ago?
- 11 What has the impact of your work been on success for your most vulnerable students?
- 12 How have your role and your work changed?



## 10.3: Identifying Contradictions to Our Vision

### Critical Considerations

ESC Design Team

#### Purpose

This tool includes examples and critical considerations when identifying contradictions to your practical vision. In order to develop comprehensive strategies to achieve your vision, you must spend some time identifying what is blocking you from achieving your vision. The same considerations for crafting your vision should be taken when identifying contradictions.

#### How to Use This Tool in the ESC Process

Those facilitating the change process and the Design Team should review and discuss this tool during the Stage 3: Developing Culturally Responsive Strategies, before working with the Planning Team to identify contradictions to their vision.

#### Seeing Beyond Structural Barriers

Contradictions are what lie beneath the barriers we see. For example, imagine that through our data gathering we determine that a key contributing factor to whether or not a student succeeds in Basic Skills is whether and how well the instructor uses culturally responsive strategies. We may initially see the barrier to student success in this case as an insufficient use of culturally responsive teaching strategies among Basic Skills instructors. But we also know that there are plenty of instructors who are successful with these strategies who do not teach Basic Skills courses. The reason they are not teaching these courses is because the courses do not fit into their schedule or they do not have priority in teacher assignments. An underlying contradiction in this situation is the way in which classes are scheduled and teachers assigned.

Often, the barriers to the change we seek are “structural,” such as policies or practices that no longer meet the current needs of our students. But they can also be “cultural”: for instance, the attitudes, beliefs, and behaviors that keep us from making meaningful change. For example, a college may identify a lack of educational planning among vulnerable students as a barrier to success. They measure this by the number of students with student educational plans (SEPs). But in looking closer, they realize that students with SEPs rarely follow them. The reason is because new students are asked to complete SEPs at a time when they have not yet decided on an educational goal. The current matriculation practice is to have students complete SEPs at the beginning of their first semester and most students never revise them.

#### Naming What Is “Blocking” Success

When developing contradictions, be sure to ask yourselves what is currently in place that is blocking you from achieving your vision. A simple formula that can help to name contradictions is to ask the following:

- What is *doing* the blocking?
- *How* is it blocking?
- What is *being blocked*?

For example, for the case above regarding SEPs you may identify one contradiction as:

Having students complete their SEP in the first semester inhibits meaningful educational goal setting.

- What is *doing* the blocking = *Having students complete their SEP in the first semester*
- *How* it is blocking = *Inhibits*
- What is *being* blocked = *Meaningful educational goal setting*

### Creating Safety in the “Contradictions” Dialogue

Identifying contradictions can be difficult and require you to think deeply and speak openly about the current attitudes, behaviors, and practices that need to change in order to move forward with your strategies. Groups must also be willing to challenge each other’s thinking and work collaboratively to identify the root causes of the barriers to your success.

In identifying contradictions it is critical that you utilize the *Ground Rules for Authentic Dialogue* and remind participants of these agreements throughout the process.

#### Sample Contradictions

1. Unclear institutional vision for diversity and equity stalls prioritization of efforts.
2. Inability to prioritize issues of equity and access in institutional resource allocation slows down momentum and growth.
3. Entrenched habits and views limit cultural responsiveness of employees with students and colleagues.
4. Unawareness of diversity issues breeds anxiety and complacency towards understanding in some faculty, staff, and administrators.
5. Culture of non-confrontation inhibits dialogue.
6. Structural silos between faculty and student services staff impede dialogue and damages faculty view of students.
7. Culture of “expertise”/ “I know best” among faculty gets in the way of understanding students and best meeting their needs.
8. Focusing on access alone diverts attention from student outcomes.
9. Inability to commit to improving student outcomes among college leadership slows momentum.
10. Entrenched habits of teaching among some faculty keep them from changing practice.



## 10.4: Developing Culturally Responsive Strategies

### Critical Considerations

ESC Design Team

#### Purpose

This tool includes examples and critical considerations when developing culturally responsive strategies to address your contradictions and move you towards your vision. The same considerations for crafting your vision should be taken when developing culturally responsive strategies.

#### How to Use This Tool in the ESC Process

Those facilitating the change process and the Design Team should review and discuss these critical considerations before they work with the Planning Team to develop their strategies.

#### Create Action-Oriented Strategies

Whereas the practical vision is what will be in place in three to five years, strategies are actions that can be taken in the first one to two years of the plan to move you towards your three- to five-year vision. The strategies you create to improve outcomes for your most vulnerable students should be developed by asking the question:

*What actions can we take to address the underlying contradictions and move us toward our vision?*

By starting with this question, you will be able to create strategies that are action-oriented and reflect what those in the room have the will and capacity to achieve.

#### Ensure Strategies That Both Address Contradictions and Move You Towards Your Vision

Often in planning processes, people go directly from developing a vision to determining strategies to achieve their vision. Without considering contradictions in the development of strategies, you run the risk of not addressing the “structural” and “cultural” barriers to success that are often the very things that require attention for your strategies to be successful. For example, returning to the issue of SEPs referred to in the tool *Identifying Contradictions to Your Vision*, a college’s practical vision may include the following element:

*All students identify and achieve their educational goals*

Following from this, they may decide that a strategy to achieve this vision is to require that all students complete an SEP. The flaw in this strategy is that, through the process of identifying contradictions, the college learned that current practices regarding SEPs don’t result in effective student and counselor utilization of the SEP as a tool to support students in reaching their goals. Therefore, the college would not be successful in supporting students to identify and achieve their goals simply by requiring that they complete an SEP.

A more effective strategy that both addresses the underlying contradiction and moves the colleges towards its vision for all students to achieve their educational goals would be:

*Prepare First-Year Experience students in their first semester to complete an SEP by the beginning of their second semester.*

This strategy addresses the underlying contradiction by focusing on what matters: supporting students in their educational planning by providing support and guidance in their first semester. It also proposes a new policy for SEPs to be completed by the beginning of the second semester, giving students time to get used to being in college and explore their educational goals within the context of a specific program.

### Align Strategies with Current Efforts

When possible, your strategies should involve a reorganization and improvement of the institution's current policies, programs, and practices, rather than necessarily requiring a new program or initiative to be created. Strategies could include reallocation of resources, sharing teaching methodologies found to be successful in one department or program with other departments or programs, or changing the program review process. Often, colleges will have a number of initiatives aimed at supporting vulnerable students. These initiatives may already be implementing successful strategies that could be shared across the institution.

### Create Mechanisms for Periodic Assessment of Strategies

Since strategies are one- to two-year actions, they should be periodically reassessed based on evaluation data, and then grown or course corrected. This assessment requires that faculty, staff, and administrators have the willingness to let go of what's not working and the commitment to grow successful strategies. The mechanisms for this level of assessment should be put in place during the process of developing strategies to determine appropriate timelines and who should be involved.

#### Sample Culturally Responsive Strategies

1. Establish and strengthen mentorship programs of current and incoming Latino and African-American students to promote peer support and community.
2. Establish a faculty to faculty mentorship program matching all-new full-time faculty with a tenured faculty mentor.
3. Research, evaluate, pilot, and implement counseling and advising models inclusive of all faculty and staff.
4. Improve communication and promotion of campus resources and student services to our Latino and African-American students.
5. Create an efficient progression through Basic Skills sequence for our most vulnerable students.
6. Design social and academic spaces to accommodate students' personal and academic needs.
7. Create and expand models of student/faculty relationship building that recognize, encourage, and support students' cultural wealth, intelligence, and potential.
8. Progressively develop inter/intra-departmental collaborations incorporating culturally responsive philosophies and practices.



## 10.5: Implementation Planning: Determining Student-Centered Measures of Success

### Critical Considerations

ESC Design Team

#### Purpose

This tool includes examples and critical considerations when doing implementation planning and determining your measures of success. Measures of success should be developed for each strategy that you have identified.

#### How to Use This Tool in the ESC Process

This tool can be shared and discussed with those tasked with implementation planning during Stage 4: Exploring Student-Centered Measures of Success.

#### Measuring Success Across the Institution

There are multiple ways of measuring success, beyond simply focusing on student outcomes, that can support you in uncovering the “why” behind whether or not a strategy succeeds. The success you want to see for each strategy should be measured broadly, not just in terms of impact on student outcomes, but also in terms of measuring outputs, process, satisfaction, and impact (see tool 10.6: Types of Evaluation Data) on the other three of the four levels of change including policies and practices, campus environment and political climate, and access and supports.

It is essential that all these kinds of data are looked at together and on a regular basis in order to truly understand the impact of your strategies. In particular, satisfaction data is critically important when seeking to understand how vulnerable students experience an institution. Finally, measures should be student-centered, in that they relate back to the ultimate impact on students.

For example, consider the strategy:

*Prepare First-Year Experience students in their first semester to complete an SEP by the beginning of their second semester.*

This strategy should trigger a number of different outputs:

- On the level of policies and practices, has this strategy led to the development of a new policy for students to complete SEPs by the beginning of their second semester? Has it led faculty to develop curriculum to provide students the skills to engage in meaningful educational planning?
- On the level of campus environment and political climate, has this strategy been communicated effectively to First-Year Experience administrators, counselors, and faculty?
- On the level of access and supports, has this strategy raised the number of students who report receiving increased support in identifying their educational goals and creating education plans? Qualitatively, have students reported that this strategy was helpful to them in completing their SEPs?
- Finally, on the level of student outcomes, has this strategy increased the number of students with SEPs who successfully followed their SEP and reached their educational goals through transfer or certificate or degree acquisition?



### Identifying the Current Reality for Each Strategy

Once you have identified your measures of success, it is critical to identify and discuss the current reality as it relates to each strategy. This current reality includes both what is and is not in place to support implementing the strategy. For example, for the strategy above, some practices that are currently in place might include:

- Bi-monthly meetings between counseling staff and faculty of students in retention programs
- Faculty advising in the nursing department
- A First-Year Experience program targeting vulnerable students, which includes a student development course
- Limited time for adjunct faculty to meet with students
- Underutilized faculty office hours in the math and English departments
- SEPs as a counseling tool
- Use of intrusive counseling by some but not all faculty

### Identifying Actions to Move from the Current Reality to Success

Once you have identified your measures of success for each strategy and the current reality, it is time to develop actions that will move you from the current reality to success. You can do this by asking what it will take to go from what is currently in place to where you would like to be in one to two years. For example, for the strategy:

*Prepare First-Year Experience students in their first semester to complete a SEP by the beginning of their second semester.*

Two examples of measures of success that have been identified are:

- *The number of students who follow their SEP*
- *The extent to which students who follow their SEP are more successful than students who don't*

Given the current reality that there is already a student development course in the First-Year Experience program, actions could include:

- *Add a component to the student development course that focuses on educational goal setting and ends in the development of SEPs.*

Once actions have been identified, take the time to **calendar** those actions across a two-year action plan and assign leads for each action.

Another consideration in your planning should be the **resources** needed to implement the actions and the evaluation plan that will need to be put in place. Throughout your implementation planning, you will need to assess whether actions are **doable based on resources and the capacity** of the institution to evaluate impact.



## 10.6: Evaluation and Continuous Improvement

### Critical Considerations

ESC Design Team

#### Purpose

This tool includes questions to consider when reviewing the qualitative and quantitative data from your evaluation of the strategies you implemented to improve outcomes for your most vulnerable students. In order to ensure continuous improvement, evaluation data should be regularly reviewed, with participation from those who have been directly involved in implementation, as well as students and community members.

#### How to Use This Tool in the ESC Process

This tool can be shared and discussed with those tasked with implementation as part of *Stage 5: Reflecting on our Process and Planning for the Future*.

#### Questions to Consider

- 1 What are the most significant findings from the evaluation? Why are these significant? How has each specific group that is identified in your disaggregated data been impacted?
- 2 What do these findings tell you about the changes you hoped to see along the four levels of change (policies and practices, campus environment and political climate, access, supports and opportunities, and student outcomes)?
- 3 Is the data showing that the strategy has been successful? What has contributed to this success? Is the success to the degree you had hoped? Why or why not?
- 4 Is the data showing that the strategy has had no impact, or has had a negative impact? What might be contributing factors to this result in the data?
- 5 Reflecting on the contradictions you identified in the planning process, have your strategies adequately addressed the contradictions? Why or why not?
- 6 If the data shows that implementation has been challenging, what could be contributing to these challenges?
- 7 What conclusions can you draw from the data about the specific conditions that have led to the outcomes you are currently seeing in the data?
- 8 What is missing from the data?
- 9 What additional data might you need to gather to learn more about the impact of your strategies? How can you gather this data?
- 10 What are your final conclusions about the success of the strategies you implemented? Which strategies might you want to grow? Which require course correcting? Which require that you gather more data before deciding?



## 10.7: Types of Evaluation Data

### Participant Handout

#### Purpose

This tool can be shared and discussed with any group or individual who is part of determining student-centered measures of success.

#### How to Use This Tool in the ESC Process

This tool can be shared and discussed with those tasked with implementation during *Stage 4: Exploring Student-Centered Measures of Success*.

#### Data needed for successful evaluation

In order to carry out a successful evaluation, the following **data** is needed:

- **Process data** captures information about how a strategy was carried out. Examples of process data include meeting agendas and notes, planning documents, or internal and external communications.
- **Output data** is information about the work that was done towards meeting a specific outcome. Examples of output data include the number of students who participated in an activity or the number of hours faculty spent collaborating with one another on a specific project.
- **Satisfaction data** demonstrates the extent to which people were satisfied with the process for planning and implementing a strategy and the outcomes it achieved. Examples include the results of faculty and staff surveys and student focus groups.
- **Impact data** includes the combined effect of a strategy or set of strategies. Examples of impact data are the success rates for vulnerable students in Basic Skills or faculty interview responses that show the extent to which a college has created a culture of inquiry.



## 10.8: Growing Successful Strategies and Course Correcting

### Critical Considerations

ESC Design Team

#### Purpose

This tool provides questions to consider once you have determined whether a strategy should be scaled up or course-corrected based on the outcomes of your review of the evaluation of that strategy.

#### How to Use This Tool in the ESC Process

This tool can be shared and discussed with those tasked with implementation as part of Stage 5: Reflecting on Our Process and Planning for the Future.

#### Questions to Consider when Scaling Up

- 1 What has been the most significant impact of this strategy?
- 2 Which subgroups of students (i.e., by ethnicity, socioeconomic status, first generation college-goer status, etc.) were impacted most by this strategy in terms of improved student outcomes? How do you know? Why do you think these groups were most impacted? In scaling up, how can we ensure that we continue to positively impact these specific groups of students?
- 3 What specific aspects of this strategy were essential to its success? How do you know?
- 4 Did this strategy require changes in a program or department's policies, procedures, structures, or practices? How were those changes achieved?
- 5 Did this strategy require changes in individual faculty, staff or administrator attitudes, behaviors, or practices? How were those changes achieved?
- 6 What cultural shifts were necessary in making this strategy successful? How were those shifts achieved?
- 7 How did this strategy address resistance among college faculty, administrators, or staff? What resistance might we encounter in scaling up and how can we address it?
- 8 What kinds of resources were required for the success of this strategy? Given the resources needed, what is a sustainable rate of growth?
- 9 What modifications need to be made to this strategy in order to bring it to scale? What impact might these modifications have on the success of the strategy?
- 10 What more do we need to know in order to successfully scale up this strategy?

### Questions to Consider When Course-Correcting

- 1 What were the most significant findings from the evaluation data that led to the decision to course-correct?
- 2 What has been the biggest challenge in implementing this strategy?
- 3 What could have been done differently in the implementation of this strategy that may have resulted in success?
- 4 Did the faculty, staff, administrators, students, and/or community members who designed and/or implemented the strategy have the commitment, knowledge, skills, and support needed to ensure success? Why or why not? How could they have been better prepared and supported? Who else could we have involved?
- 5 Did we allocate an appropriate amount of resources? Why or why not?
- 6 What criteria did we use to choose the program or department to pilot the strategy? Were these the right criteria? Why or why not?
- 7 What resistance did we face in implementing this strategy? How did we address the resistance? What could be done differently in the future?
- 8 What lessons have we learned about ourselves as an institution?
- 9 What changes can we make to this strategy that would make it more successful? What would it take to implement those changes?
- 10 What more do we need to know in order to successfully course-correct?

## College of the Sequoias: Creating a Culture Shift

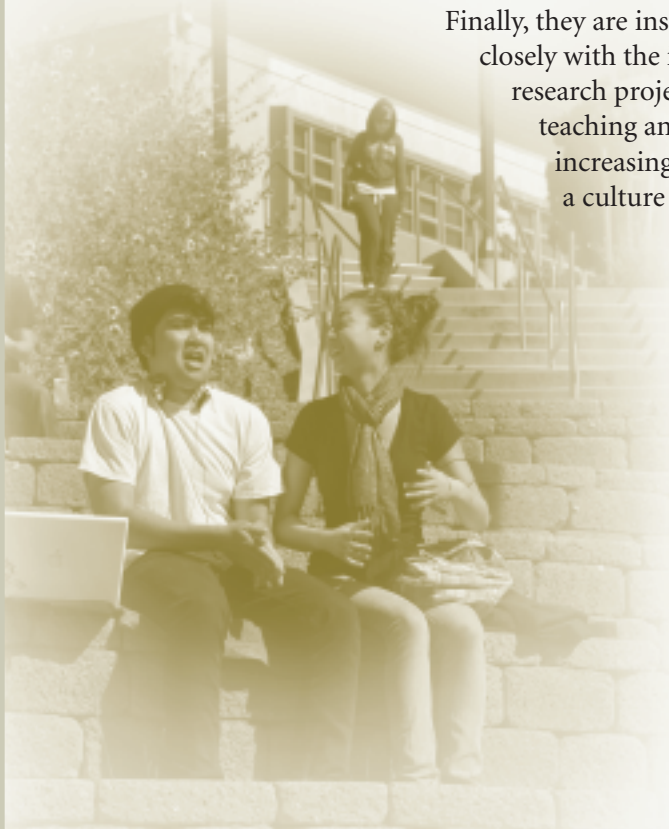
“Instead of implementing practices because they sound like they could work, we are now gathering data to support or contradict our assumptions.”

– Deborah Nolan, Faculty Member, College of the Sequoias

When College of the Sequoias joined the Campus Change Network, many faculty and staff at the institution did not regularly access the college’s data or use data to engage in inquiry and guide decision-making. After four years of participation, they have seen a significant cultural shift regarding attitudes towards and use of data. Now, when a problem is raised in a committee or department meeting, people are quick to ask about the data that is being used to identify the problem. Additionally, when solutions are suggested, there is more inquiry into the research that demonstrates that the solution will be successful.

Whereas before the college would implement new strategies without sufficient data or research to back it up and no clear evaluation plan, now they are much more diligent about making sure that decisions are data-driven and that new initiatives have clear measures of success and an evaluation plan. They are also at a point where their inquiry based on data has raised some of the community college field’s most sensitive issues, like pedagogy and counseling, which are being openly discussed across the college community.

Finally, they are instituting a new initiative for faculty to work closely with the institutional research office on special research projects regarding the effectiveness of their teaching and learning strategies. By doing so, they are increasing the college’s capacity and truly embracing a culture of inquiry.



## Section 11: Meeting and Process Evaluations

Any good planning process includes good process evaluation. Process evaluations ensure that meetings are well planned and facilitated, and that participants understand the process, their roles and expectations, and are provided an opportunity to give input and feedback. This feedback can be used by Planning Teams, but is particularly critical to the work of the Design Team throughout the planning process to inform the activities of future meetings. Evaluation also gives participants the opportunity to surface any underlying concerns they may be holding about the process or the direction that the group is taking. These concerns can then be safely raised by facilitators in subsequent meetings.

The tools in this section include:

- **11.1: *Reflecting on This Planning Session*** can be used to get feedback from meeting participants at the end of each meeting. If you are following the ESC Process, results can be aggregated and shared with the Planning Team at your next meeting.
- **10.2: *Mid-Process Reflections*** is a facilitator's guide for leading a conversation halfway through a planning process. This tool can be used by any committee or group involved in a planning process to reflect on their work thus far and consider implications for the future. It should be used during a point in the process where there has been enough work completed to reflect on and when reflections will be useful to the work moving forward. If you are following the ESC Process, this tool should be used after *Stage 2: Equity-Driven Data Gathering and Analysis*.
- **10.3: *Evaluating Our Change Process*** can be used at the end of a planning process to evaluate the effectiveness of the process in terms of structures and mechanisms, outcomes, and team building. This data can be aggregated and used by the college to inform the design and implementation of future planning processes. If you are following the ESC Process, this tool should be used after *Stage 3: Developing Culturally Responsive Strategies*.



## 11.1: Reflecting on This Planning Session

Name (optional)

Our strongest accomplishment today is...	This session would have been better if we had...
As I think about the planning ahead I am most excited about...	As I think about the planning ahead, I'm most concerned about...
Questions that we should consider moving forward are...	





## 11.2: Mid-Process Reflections

### Facilitator's Guide

### ESC Planning Team Meeting 4

**Time** 45 minutes

#### Purpose

This tool can be used by any committee or group involved in a planning process to reflect on their work thus far and consider implications for the future. It should be used during a point in the process where there has been enough work completed to reflect on and when reflections will be useful to the work moving forward.

#### How to Use This Tool in the ESC Process

This tool should be used by the Planning Team after the *Data Gathering and Analysis* phase and before moving into *Developing Culturally Responsive Strategies*.

#### Goal

- To reflect on the impact of our work and consider implications for the future

#### Facilitator Instructions

- 1 Remind participants that ongoing reflection is key to the success of any process. Let them know that they are now going to take a few minutes to step back and reflect on our work together so far.
- 2 Review the work of the group thus far. In small groups, have participants discuss and record the following questions:
  - Reflecting on our planning process, what have we accomplished so far?
  - What impact have these accomplishments had on the college?
  - What has been most rewarding? Why?
  - What has been most challenging? Why?
- 3 Have small groups report out on their discussions.
- 4 Lead a large group discussion using the following guiding question:
  - How can some of the activities and processes we have used be used in an ongoing way throughout the institution?
  - What are the implications of how we have worked together in this process so far for how we approach change as an institution?
  - What are the implications of the changes we are making on current roles and responsibilities at the institution?
  - What are we learning about ourselves as an institution through this planning process? How can we share these lessons learned with others?
  - What do we need to make more formal in order to sustain this work?
- 5 Document any potential next steps that emerge from this discussion and who will be responsible for moving them forward.



### 11.3: Evaluating Our Change Process

	How were we successful?	What could have been done differently?
<p><b>Structures and Mechanisms</b></p> <p>The ways in which we completed our goals (i.e., communications, meeting, etc.)</p>		
<p><b>Outcomes</b></p> <p>The goals we set for ourselves (i.e., developing a plan to improve student success)</p>		
<p><b>Teamwork</b></p> <p>The commitment and attention to how we worked together as a team</p>		

## Additional Change Management and Organizational Development Resources

*Some of the Data and Inquiry and Participatory Planning tools in this Toolkit were designed using the Focused Conversation, Consensus Workshop, and Action Planning methods developed by The Institute of Cultural Affairs. For more information and to request training on these methods, go to:*

<http://www.ica-usa.org/index.php>

The Equity-Driven Systems Change (ESC) Model emphasizes a blended approach to change management that includes attention to both the structural and cultural dimensions of change. The following articles and website provide information on how to think about, lead, facilitate, and support participatory change processes. Each of these resources has different strengths depending on their focus, from broad stakeholder engagement, to individual responses to change, tending to focus more on either the cultural or structural dimensions of change, but each demonstrates an attention to these dimensions to an extent that we found them useful and worth sharing here:

### **Building Community: A Toolkit for Youth and Adults in Charting Assets and Creating Change**

[http://www.theinnovationcenter.org/files/BuildingCommunity\\_ToolKit.pdf](http://www.theinnovationcenter.org/files/BuildingCommunity_ToolKit.pdf)

### **The Change Cycle<sup>®</sup> Model**

<http://www.change-cycle.com/change-cycle.htm>

### **The Change Management Learning Center**

<http://www.change-management.com/>

### **The Change Management Toolbook**

<http://www.change-management-toolbook.com/>

### **Changing Minds**

[http://changingminds.org/disciplines/change\\_management/change\\_management.htm](http://changingminds.org/disciplines/change_management/change_management.htm)

### **The Community Toolbox**

<http://ctb.ku.edu/en/default.aspx>

### **Facilitate.com: Facilitator's Toolkit**

<http://www.facilitate.com/support/facilitator-Toolkit/>

**Free Management Library: Organizational Change and Development**

[http://managementhelp.org/org\\_chng/org\\_chng.htm](http://managementhelp.org/org_chng/org_chng.htm)

**Hord, Shirley M., Facilitative Leadership: The Imperative for Change**

<http://www.sedl.org/change/facilitate/>

**In-Corporate**

<http://www.in-corporate.eu/index.html>

## Endnotes

- 1 Cohort one included: City College of San Francisco, San Diego City College, Golden West College, Las Positas College, West Valley College, and Hartnell College. Cohort two included: Oxnard College, Pasadena College, Los Angeles Southwest College, College of the Sequoias, Merced College, Consumnes River College, Chabot College, Evergreen College, and Los Medanos College. [BACK](#)
- 2 The profiles and vignettes about the colleges were developed from research conducted between spring 2009 and spring 2010. Our research included interviews and focus groups with key stakeholders in the institutions' change efforts. We also reviewed documents including the colleges' initial application to join the CCN, formal policies or recommendations that have been developed as a result of their CCN work, institutional strategic plans and student equity plans, program descriptions, and team meeting agendas and notes. These documents were selected in order to provide historical context, demonstrate institutional impact of the strategies implemented by each college, and understand the structure and functioning of each college's change processes. [BACK](#)
- 3 Adapted from the Las Positas website, 2010. [BACK](#)
- 4 This is assuming the unknowns are made up of students from non-White ethnic groups or those who identify as mixed-race. [BACK](#)
- 5 In California, *shared governance* refers to the structure of responsibility for institutional decisions that is shared among governing boards, district administrators, and faculty, with joint recognition and respect for the participation of staff and students (Lau, 1996). Each CA Community College determines which committees will make up their shared governance structure. [BACK](#)
- 6 Las Positas Campus Change Network Annual Report, 2007-2008, p.1. [BACK](#)
- 7 Las Positas Campus Change Network Annual Report, 2007-2008, p.2. [BACK](#)
- 8 The Basic Skills Initiative (BSI, [www.cccbsi.org](http://www.cccbsi.org)) is a grant-funded initiative from the California Community Colleges Chancellor's Office (CCCCO), which began in 2006. The plan allocated supplemental funding to colleges specifically to address needs in credit and noncredit Basic Skills courses and English as a Second Language (ESL), as well as adult education and programs designed to help underprepared students. It also provided a Professional Development Grant, which was designed to address training needs for faculty and staff in Basic Skills and ESL. [BACK](#)
- 9 Gay, G. (2000). *Culturally Responsive Teaching: Theory, Research and Practice. Multicultural Education Series, No. 8.* [BACK](#)
- 10 COS Website, 2010. [BACK](#)
- 11 COS 2009-2011 General Catalog. [BACK](#)
- 12 *InTime* (Integrating New Technologies into the Methods of Education) provides an excellent article on culturally responsive practice that is ideal pre-reading for this activity. It can be retrieved at: <http://www.intime.uni.edu/multiculture/curriculum/culture/teaching.htm>. Other pre-readings can be found in the References section of this Toolkit. [BACK](#)
- 13 Course completion, advancement from Basic/Developmental/Remedial Education courses, persistence, graduation, college enrollment (transfer to 4-year college or living wage employment). [BACK](#)
- 14 Extended Opportunity Program and Services focuses on the enrollment, retention, and transfer of students with language, social, economic, and educational disadvantages through academic and support counseling, financial aid, and other support services. [BACK](#)
- 15 An academic preparation program for low-performing students focused on college enrollment, degree attainment, and leadership development. [BACK](#)
- 16 California Partnership for Achieving Student Success collects and shares data about student success and transition across the K-16 system. [BACK](#)
- 17 These quotes come from *California's Gold: Claiming the Promise of Diversity in our Community Colleges*, California Tomorrow, 2003, [www.californiatomorrow.org](http://www.californiatomorrow.org). [BACK](#)
- 18 Both this tool and tool 8.2: *Exploring the Focus Question* are built upon the Institute of Cultural Affairs (ICA) methodology for working with Design Team and strategic Planning Teams (see Additional Change Management and Organizational Development Resources and References for more information). [BACK](#)
- 19 For example, College of the Sequoias chose to focus on data from their "gate-keeper" courses, courses that many students take that are key to progressing toward commonly identified educational goals but in which student performance is much less than expected. [BACK](#)
- 20 This activity is an example of the Institute of Cultural Affairs Technology of Participation (ToP)® Consensus Workshop Method. For more information on how to receive training in this method, see Additional Change Management and Organizational Development Resources at the end the Toolkit. [BACK](#)
- 21 You can purchase a Sticky Wall™ at <http://www.ica-usa.org/index.php?pr=products>. [BACK](#)
- 22 You can purchase a Sticky Wall™ at <http://www.ica-usa.org/index.php?pr=products>. [BACK](#)
- 23 Planning Teams may not be able to form Action Research Teams for every area of inquiry. If this is the case, than they can decide to come back to other areas of inquiry at another time or identify a person or group from another area of the institution to work on that inquiry question. [BACK](#)
- 24 Throughout participation in the Campus Change Network, colleges often referred to those committed to an equity-driven student success agenda as the "choir." Those outside the "choir" include practitioners who lack the knowledge, skill, or will to move an equity-driven student success agenda forward. [BACK](#)
- 25 For more information about how to receive training in ToP® participatory planning methods, such as focused conversations, consensus workshops, and action planning, see *Additional Change Management and Organizational Development Resources*. [BACK](#)

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